

Missouri  
Schoolwide Positive Behavior Support

# Tier 2 Team Workbook



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# Missouri Schoolwide Positive Behavior Support

Missouri School-wide Positive Behavior Support (MO SW-PBS) is a partnership among the Missouri Department of Elementary and Secondary Education (DESE), The University of Missouri-Columbia (MU) Center for School-wide Positive Behavior Support and the Office of Special Education Programs (OSEP) Center on Positive Behavioral Interventions and Supports.

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These training materials are a product of the partnership and have been developed to assist schools in their efforts to improve school climate and school-wide positive behavior support for all students. They are dedicated to the thirty consultants and over 700 schools that have worked tirelessly to ensure that schools have climates that lead to success for all students.

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# Introduction

**T**he **purpose** of this workbook is to **support** implementation of Tier 2 behavioral interventions and systems in your school. The contents and format of the workbook were developed to accompany team training that is guided by a trainer fluent in **School-Wide Positive Behavior Supports (SWPBS)**, or to be a booster for teams, coaches, and others who have completed a training experience.

Tier 2 interventions are one component of a continuum of behavioral supports, and their features and systems reflect the structure of SWPBS. They are **evidence based**, utilize **teams** to make **data-based decisions**, require **systems-level support**, and emphasize **prevention**. These targeted systems and practices focus on both school-wide and individual student **outcomes**.

The organization of this workbook assumes that users have a basic working knowledge and experience with SWPBS, especially at Tier 1. In addition, content is organized around key topics that together support implementation of Tier 2 behavioral interventions and systems. The content is not necessarily sequenced to represent a particular implementation order. More importantly, users should attend to the system requirements associated with readiness, content and skill fluency, implementation fidelity, and data-based decision making.

Sections are organized according to key topics which provide (a) an overview of relevant content knowledge, (b) a self-assessment of existing and needed systems and practices to guide action planning, and (c) action planning tools to direct contextualized implementation and specific product development. Sample school-wide planning tools as well as training materials for teachers, and checklists to ensure the fidelity of your implementation are embedded within applicable content.

## **Acknowledgements:**

Materials cited in this workbook are referenced in the concluding pages. However, significant portions of content and a number of different graphics were derived from the following works. Specific credit to these authors and materials is warranted.

Everett, S., Sugai, G., Fallon, L., Simonsen, B., O'Keeffe, B. (2011). *School-wide Tier 2 Interventions: Getting Started Workbook*. OSEP Center on Positive Behavioral Interventions and Supports Center for Behavioral Education and Research, University of Connecticut.

*Implementing a Multi-Tiered System of Support for Behavior: Recommended Practices for School and District Leaders* (2011). Florida's Positive Behavior Support (PBS) Project: Response to Intervention for Behavior (FLPBS:RtIB).





# Foundational Knowledge

## School-wide Positive Behavior Support

### Learner Outcomes

At the conclusion of this chapter, you will be able to...

- Review and explain the benefits of a positive, proactive and instructional approach to discipline and the essential components of School-wide Positive Behavior Support (SWPBS).
- Evaluate current implementation of Tier 1 by completing a brief self-assessment and determine readiness for development of Tier 2 against recommended criteria.
- Identify key features of a SW-PBS Tier 2 system.
- Distinguish characteristics of maximally effective interventions.
- Understand the basic concepts and process for intensifying supports for students at-risk for poor school achievement.

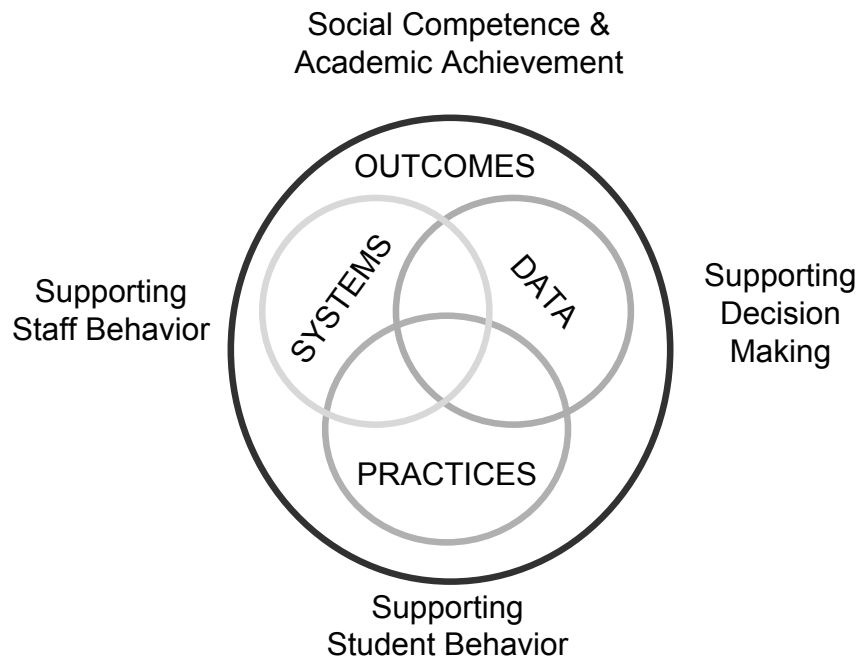


Discussion:

Think about all the activities that take place when a fire drill occurs in your school. Make a list of key features. Now determine what type of system is in place so that all staff and students in the building know and understand everything that needs to occur when the fire alarm sounds.

## School-wide Positive Behavior Support

**School-wide Positive Behavior Supports (SWPBS)** is a framework for enhancing adoption and implementation of a continuum of evidenced-based interventions to achieve academically and behaviorally important outcomes for all students. SWPBS is defined by four inter-related elements:



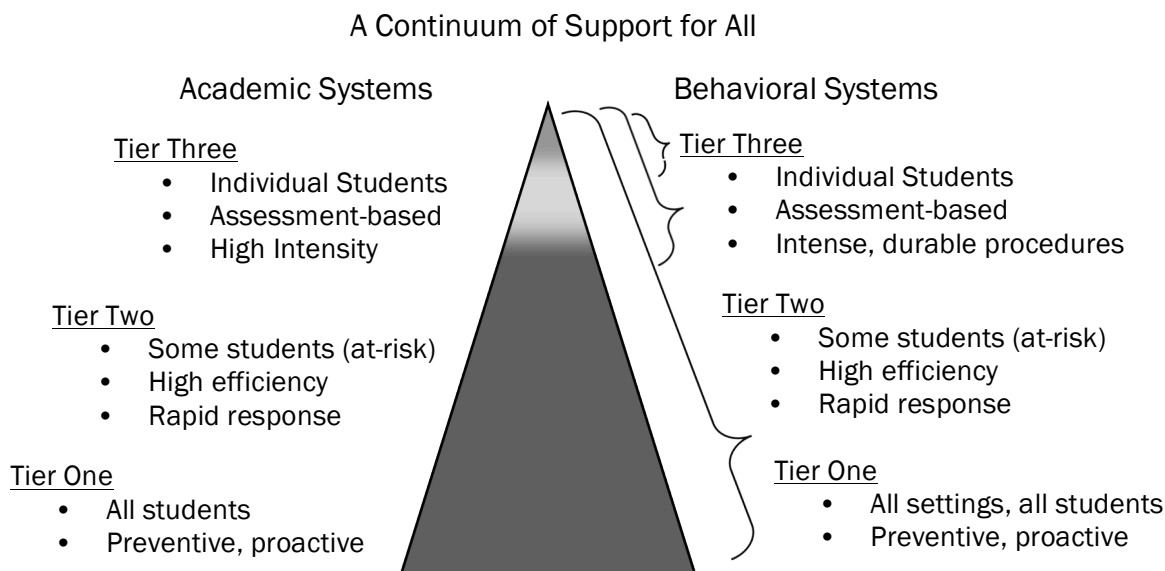
**Data** refers to information about where we are now and have been (i.e., baseline data), and what we know about something (evidence). This information is used to define where we want to go (outcomes), what we might use to get there (practices), and what we need to be effective and efficient at what we do.

**Outcomes** refer to what we want student to learn and do well, both academically and behaviorally. They are derived from data, and guide decisions about what practices to select for achieving those outcomes.

**Practices** refer to what instructional and behavioral interventions, strategies, programs, curricula, etc. are used to achieve a stated outcome. In addition, the selection of a practice is guided by the evidence (data) that are available to demonstrate the effectiveness of a practice and the resources and supports needed for accurate and effective implementation (systems).



**Systems** refer to the supports, resources, training, etc. that implementers would need to maximize their implementation of a given practice to achieve a specific outcome. A defining feature of school-wide positive behavior supports (SWPBS) is a prevention logic that is organized as a continuum of support, most often in three tiers.



**Primary Tier 1**—School-wide practices and systems for preventing the development and occurrences of problem behavior for all students across all settings.

**Secondary Tier 2**—More specialized and intensive practices and systems for supporting students whose behaviors have been documented as unresponsive to Tier 1 practices and systems.

**Tertiary Tier 3**—Highly specialized and individualized practices and systems for supporting students whose behaviors have been documented as unresponsive to Tiers 1 & 2 practices and systems.

## Purpose & Key Features of a Tier 2 System

The three-tiered prevention logic organizes behavior supports along a continuum, matching intervention intensity to students' needs. In this workbook, the focus is on Tier 2 practices and systems, which have been designed to:

1. **Use data** to identify students who are at-risk for or currently experiencing emotional and/or behavioral difficulties.
2. **Prevent** the development or **decrease** the frequency and/or intensity of students' problem behaviors.
3. Provide **standardized interventions** that effectively and efficiently support students yet do not require the time and resources needed to develop individualized plans.

### Prevention Logic for All

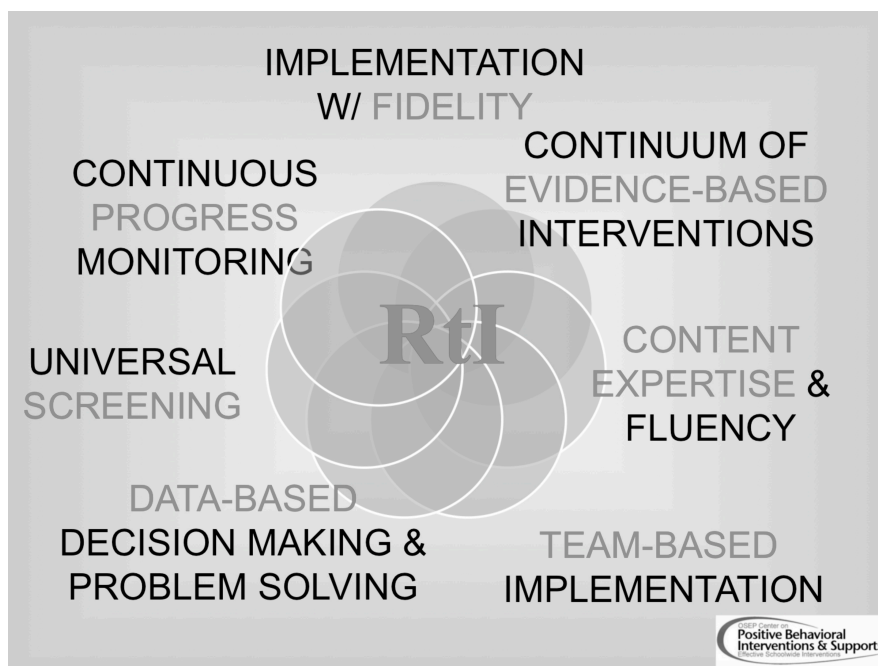
Redesign of teaching environments...not students

Decrease development of new problem behavior	Prevent worsening & reduce intensity of existing problem behavior	Eliminate triggers & maintainers of problem behavior	Add triggers & maintainers of prosocial behavior	Teach, monitor, & acknowledge prosocial behavior
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Biglan, 1995; Mayer, 1995; Walker et al., 1996

## SWPBS and RtI

The implementation of three-tiered prevention logic in SW-PBS is a direct application of the **Response-to-Intervention (RtI)** framework that is applied to academic content teaching and learning (e.g., literacy). The defining features of RtI are embedded with the SW-PBS approach.



Recent updates to state and federal education laws are changing the way schools are expected to support the social/emotional development of all students. Traditional approaches to assisting struggling students included parent conferences, observations, a minimum number of interventions in general education, a review of educational and social records, and a psychological evaluation.

Response to Instruction/Intervention is defined as “the practice of providing high-quality instruction and interventions that are matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying student response data to important educational decisions” (National Association of State Directors of Special Education, 2006, p. 3). Based on a problem-solving model, RtI considers social and environmental factors as they might apply to an individual student and provides interventions and supports as soon as a student demonstrates a need. RtI has emerged as the way to think about both early intervention assistance and resource allocation, including accessing resources through the Individuals With Disabilities Education Act (IDEA).

In addition to addressing learning challenges, RtI strategies can be applied to improve students’ social behavior. The core principles of RtI remain the same regardless of whether it is an academic or social target.

## Characteristics of Effective Intervention

**T**ier 2 interventions are typically group-based, standardized practices and systems designed to supplement primary prevention efforts, and are appropriate for students who exhibit problem behaviors across multiple settings. Crone, Hawken, & Horner (2010) indicate Tier 2 interventions have the following critical characteristics:

- **Continuously Available** Tier 2 supports should be available in the school such that students can be added to the intervention at any time. Some interventions are organized so that students can begin receiving supports quickly.
- **Quickly and Easily Accessible.** Optimally, supports are accessible within 2–3 days when data reveal a need. However, some intervention approaches require more formal interviewing, selection of additional participants, etc., and may not be possible this quickly. However, the initial steps to provide a student with a Tier 2 intervention should begin within 72 hours of identifying a need.
- **Minimal Time Commitment Required From Classroom Teachers.** Some Tier 2 interventions may require classroom teachers to modify traditional methods or implement new teaching practices (e.g., increase positive feedback, monitor student progress, and evaluate behavioral and academic progress). Ideally, Tier 2 interventions will fit within existing classroom routines, require minimal changes to methods and strategies, and require only a few more minutes of teacher time each day.
- **Required Skill Sets Can Be Easily Learned.** The skill sets classroom teachers need are consistent with quality instruction or can be easily learned. Strategies that require intensive training and skill development not typically present in the repertoire of classroom teachers may be beyond the scope of Tier 2 interventions and may be considered as intensive and individualized Tier 3 interventions.
- **Aligned With School-wide Expectations.** Tier 2 interventions should be consistent with the Tier 1 approaches the school developed. School-wide expectations should be taught and applied consistently across all three tiers for greater consistency in implementation.
- **All Personnel Are Aware of The Intervention(s) & Their Roles In The Process.** All staff should understand the rationale and be able to describe the Tier 2 interventions used in their school. Staff with responsibility for implementation should have the training, skills, and administrative support to implement with fidelity.

- **Consistently Implemented With Most Students, But With Some Flexibility.** Tier 2 interventions may be implemented similarly for 90 percent or more of the students receiving the intervention. Minor modifications may be made to increase the effectiveness of the intervention. However, significant modifications of Tier 2 interventions for a student may be more characteristic of Tier 3 support systems.
- **Program Selected is Matched To The Function Of The Student's Behavior.** Although it is not recommended that a comprehensive functional behavioral assessment (FBA) be completed for each student identified for Tier 2 supports (it may be too time consuming and unnecessary), it is helpful to consider the function of the problem behaviors if data are easily accessible (i.e., discipline referral data reveal some information on function) or easy to gather (i.e., brief teacher rating or interview). Many Tier 2 interventions are intended to support students with a wide array of problem behaviors and may be effective regardless of the function of the student's behavior. However, as the data reveal that a student is responding poorly or questionably to the intervention, the function of the behavior may need to be assessed with more comprehensive methods and implementation fidelity should be verified.

A variety of evidence based interventions meet these criteria, and most incorporate **effective practices**, such as:

- Targeted and explicit skill instruction
- Acknowledgements of appropriate behavior
- Increased adult support
- Frequent performance feedback for targeted behaviors
- Plans for generalization and maintenance

### **Group-Based Interventions**

Some commonly utilized and well-researched interventions include:

- The Behavior Education Program (also known as Check-In/Check-Out)
- Check & Connect,
- Social Skills Instructional Groups
- Academic Instructional Groups
- Academic Accommodations
- Targeted Environmental Interventions

## Indicators of Readiness for Tier 2

**Tier 1 systems and practices** are critical foundations for effective implementation of Tier 2 systems and practices.

SW-PBS **Systems** established, include:

- School board/district/regional support.
- SWPBS Leadership Team.
- Administrator endorsement and active participation.
- Continuous, data-based professional development (training and coaching).
- Recognition of staff behavior, contributions, and/or accomplishments.
- School-wide data system.

SW-PBS **Practices** established, include:

- Three to five positively stated and defined school-wide expectations positively defined.
- Expectations regularly taught in both classroom and non-classroom settings.
- School-wide reinforcement plan to acknowledge expected behavior.
- Plan and continuum of consequences for rule violations.
- Evidence-based classroom management practices.

To enhance successful implementation of Tier 2 practices and systems, schools **must** document that Tier 1 practices and systems are in place by meeting the following criteria:

- 80/80 on the School-wide Evaluation Tool (SET).
- 80% on the Benchmarks of Quality (BoQ).
- 80% on the Self-Assessment Survey (SAS)–School-wide, Non-classroom, and Classroom Setting Systems.
- Office Discipline Referral Data indicate 80% of population at 0-1.
- System in place for documenting classroom minors.
- Consistent use of Big 5 data reports.

The following self-assessment has been designed to enable teams to determine whether they should proceed with Tier 2 implementation. An important consideration is the level of Tier 1 implementation.

## Tier 2 Readiness Checklist

Pre-Requisite Guideline	Notes
1. School-wide Evaluation Tool (SET) Score of 80/80 or Benchmarks of Quality (BoQ) of 80% or higher within the last 12 months.	SET or BoQ score Date administered: _____
2. Self-Assessment Survey (SAS)/Effective Behavior Support Survey (EBS) results indicate current status of 80% or more features in place for School-wide Systems, Non-classroom Setting Systems and Classroom Systems.	
3. Office Referral Data (ODR) indicate 80% of students in the 0-1 referral range.	
4. System in place to document classroom minors	ODR data Date reviewed: _____
5. Consistent use of school-wide data for making decisions as evidenced by monthly Big 5 data reports.	
6. Administrator and core group of staff who will serve as Tier 2 team: <ul style="list-style-type: none"> <li>• Determine a core group of team members who will attend trainings (i.e. administrator, member with behavioral expertise, member with academic expertise)</li> <li>• Crossover membership with Tier 1 team</li> <li>• At least one member with behavioral expertise</li> <li>• At least one member with academic expertise</li> <li>• Access to district level support</li> </ul>	Decision(s): ____ Proceed w/ Tier 2 implementation  ____ Develop action plan to improve Tier 1 implementation  ____ Reconsider Tier 2 implementation at this time

**STOP!**

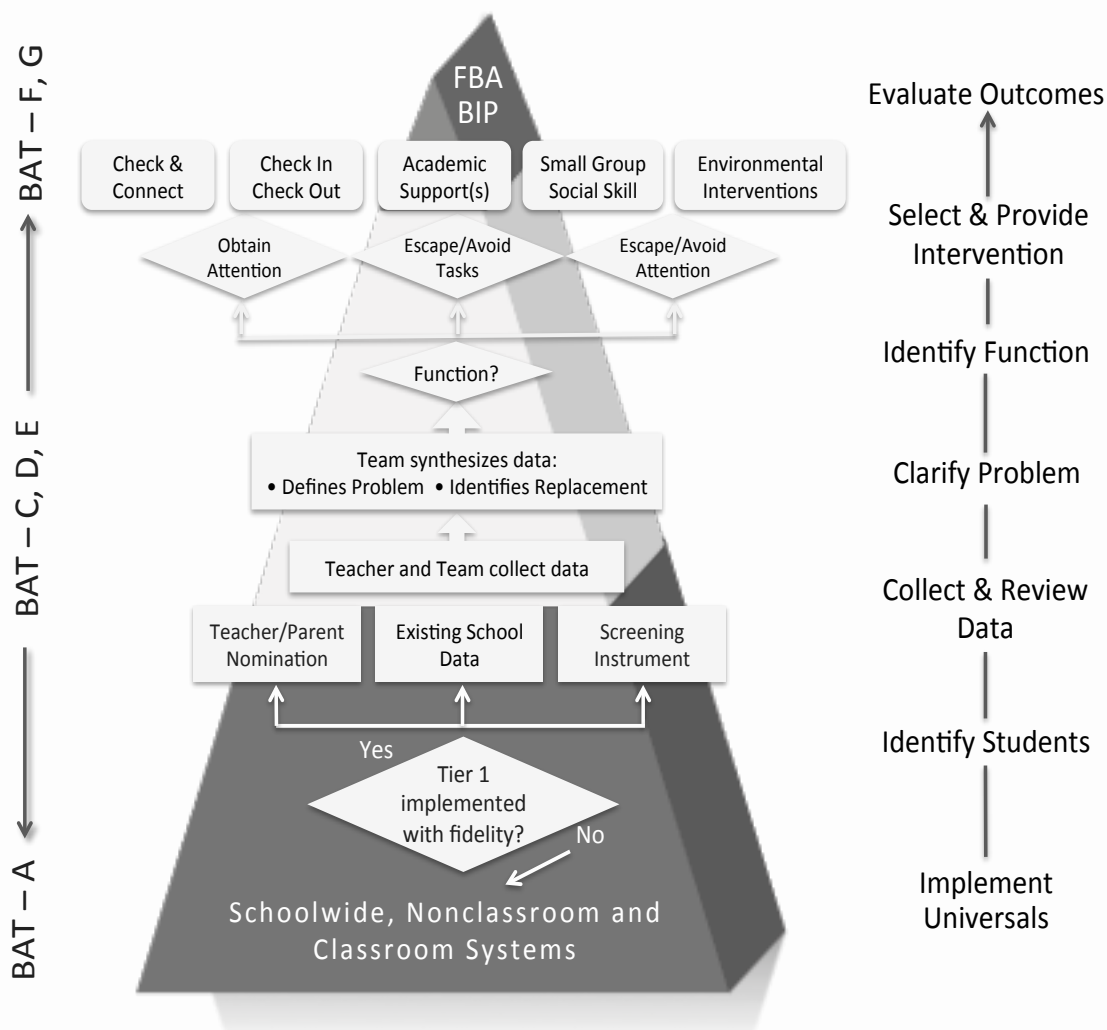
If Tier 1 practices and systems are not firmly in place, reconsider implementation of Tier 2 practices and systems at this time.

## Missouri Student Support Model

The Missouri Student Support Model provides a graphic representation of the required elements for intensifying supports for students who continue to demonstrate difficulties after Tier 1 components are delivered.

The process begins at the base of the model with implementation of universal level supports and continues through the top of the triangle to Tier 3 intervention and planning. Elements embedded throughout the model provide structure and guidance for processes that need to occur as supports are intensified. Identified components are aligned with items included in the Benchmarks for Advanced Tiers (BAT) which can be used as a self-assessment tool for monitoring progress toward development of a full continuum.

A brief overview of components within the Student Support Model is provided.





## Implement Universals

The instructional process begins with each student having access to, as well as the opportunity to demonstrate mastery of, a guaranteed and viable academic and behavioral curriculum, which demonstrates rigor and relevance. Assessment data are gathered on a regular basis and each student's response to instruction and curriculum is evaluated in order to make informed decisions.

Specific to behavioral and social skills instruction all staff must implement universal elements with fidelity for all students. This means school-wide, non-classroom, and classroom expectations and rules as well as procedures are identified and taught. Students are consistently acknowledged for demonstrating expectations and following procedures. Staff members provide high rates of positive feedback (e.g. 4 positives to 1 corrective.) and consistently use respectful redirection and error corrections when students use inappropriate behavior.

Universal supports are implemented continuously to ensure each student receives access to high quality instruction before determining that he or she requires additional intervention.

In addition, one of the most powerful behavioral management strategies is providing excellent instruction in an organized classroom environment. The following is a list of research-based practices for designing an effective instructional environment. This list of Eight Effective Classroom Practices is derived from two reviews of published research literature.

1. Classroom expectations are aligned with school-wide expectations, posted, and referred to regularly.
2. Classroom procedures and routines are created, posted, taught, and referred to regularly.
3. Positive specific performance feedback is provided using a variety of strategies and at a ratio of 4:1.
4. A variety of strategies (redirect, re-teach, provide choice, and conference with the student) are used consistently, immediately, respectfully in tone and demeanor in response to inappropriate behavior.
5. A variety of strategies to increase students' opportunities to respond (e.g., turn to talk, guided notes, response cards, etc.) are used.
6. The classroom is arranged to minimize crowding and the teacher actively supervises during instruction.
7. Activity sequencing and choice are offered in a variety of ways (e.g., order, materials, partners, location and type of desk).
8. A variety of strategies are used to modify difficult academic tasks and to ensure academic success.



## Discussion

### The 8 Effective Classroom Practices:

1. Have all staff members been trained?
2. What is the system for staff to receive feedback about implementation?
3. What is the system for staff to ask questions/find out more information?
4. What are plans for maintenance of implementation?
5. How is new staff training in these practices?

Typically students are not considered for additional intervention (i.e., Tier 2) until they have had adequate time to respond to the Tier 1 strategies (e.g., approximately six to eight weeks). It is usually critical to confirm that Tier 1 and Tier 2 interventions are implemented with fidelity. However, there may be instances when a student is experiencing very severe or significant academic, behavioral, or social-emotional problems and may need Tier 3 interventions without having experienced a Tier 2 level intervention yet or the Tier 2 intervention was not implemented for very long.

Guidelines for deciding what level of support students need varies from school to school, but students who require Tier 3 supports should be able to access these services in one of two ways. First, students receiving Tier 1 and Tier 2 supports that are not making adequate progress and/or are unresponsive to the continuum of strategies available may need Tier 3 supports. Second, there should be a mechanism through which students

who are experiencing very severe or significant academic, behavioral, or social-emotional problems can access Tier 3 supports sooner.

For example, students who demonstrate behaviors that are harmful to self or others, or students whose behaviors are disruptive to an extent that consistently interferes with the learning of other children would likely be considered for individualized interventions immediately. For some students, this option is necessary to provide needed supports in a timely fashion rather than delaying access to these supports by requiring that students access Tier 1 and Tier 2 interventions.

Thus, in contrast to a fixed multi-gating system wherein students would only be able to receive more intensive services (i.e., Tier 3) following some time period of less intensive (i.e., Tier 1 or 2) supports, a responsive approach should allow some flexibility to serve students based on their level of need in a timely and efficient manner.

## Identify Students

To develop a full continuum of support, school teams create a system to deliberately and purposefully identify students who may require more intensive intervention. Ideally, the system is created to promote early identification before problems develop to a level that requires intensive intervention. In addition, the system also is created to identify students with internalizing or externalizing characteristics of difficulty. To accomplish these goals, school teams typically develop a comprehensive system of identification that includes:

- a. Use of existing school data
- b. Teacher nominations, and
- c. Screening scores

## Collect & Review Data, Clarify Problem, & Identify Function

Considering the function of the problem behaviors prior to selection of an intervention is generally beneficial. Although a comprehensive functional behavioral assessment (FBA) is most often reserved for students who require intensive, individualized supports commonly collected existing school data that can be gathered easily can be used for a simple or brief FBA process. Data that is easily accessible and generally useful for determining function of behavior may include:

- Office Referrals (ODR)
- Classroom Minors
- Absences
- Tardies
- Grade point average

- Course grades
- Achievement scores in the areas of Reading, Written Language, Math
- Frequency of nurse or counselor visits

In addition, examining a student's daily schedule and consideration for when, where, and during what types of activities problem behaviors are most likely to occur also is useful information.

An important task of the Tier 2 Team will be development of a process for gathering applicable information in a timely manner so that function of behavior can be accurately identified, but still allow for rapid access to interventions that are readily available.

## Select & Provide Intervention

Several different intervention options may be available. Teams should select an intervention that best addresses the needs of the student. Some children may require and benefit from more than one intervention. For example, children who are experiencing both academic and social skills deficits will require instructional and behavioral treatments.

Teams determine capacity to provide selected treatments and then determine which interventions to develop and implement. A minimum of at least one academic and one behavioral intervention is recommended for addressing the needs of children who are identified.



## Example

### Intervention Matched to Function

Function	Check-in/ Check-out	Social Skills Instructional Groups	Check & Connect	Academic Accommodation	Academic Instructional Groups
Get Adult Attention	X	X	X		X
Get Peer Attention		X	X		
Escape/Avoid Social Interaction		X	X		
Escape/Avoid Task or Activity		X	X	X	X

### Evaluate Outcomes

Interventions should be implemented for a reasonable period of time and with a level of intensity that matches the student's needs. The school-based problem-solving team determines a reasonable period of time on a case-by-case basis, depending on the nature of the problem(s), the nature and intensity of interventions, the frequency of progress monitoring, and the ability to evaluate trends. If the student exhibits a positive response, the interventions should be continued

and then systematically faded. The interventions should be modified as appropriate when a student's progress is less than expected.

The Tier 2 Team will develop a system for collecting data to determine the student's response to the intervention. Collecting and analyzing data will allow teams to make educationally valid decisions and determine whether interventions should be faded, maintained, modified, or intensified.

**Activity:**

Review the features of the Student Support Model on the left below, and summarize the key points of information for each. Be prepared to share your information or teach others as directed.

## Student Support Model

Feature	Key Points
<b>Implement Universals</b> <ul style="list-style-type: none"> <li>• School-wide</li> <li>• Non-Classroom</li> <li>• Classroom</li> </ul>	
<b>Identify Students</b> <ul style="list-style-type: none"> <li>• Early intervention</li> <li>• Internalizing</li> <li>• Externalizing</li> </ul>	
<b>Collect &amp; Review Student Data</b>	
<b>Clarify Problem</b>	
<b>Identify Function</b>	
<b>Select &amp; Provide Intervention</b>	
<b>Evaluate Outcomes</b>	

## Commitment, Participation, & Support From Key Stakeholders

**E**ffective implementation of any practice also requires active support at both the district and building levels, including resource allocation to develop, implement, and sustain interventions. Stakeholders at every level must understand the practice and receive regular feedback regarding implementation.

To assess the level of commitment, participation, and support from key stakeholders, complete the following self-assessment, and develop actions based on your answers.

### Tier 2 Commitment Self-Assessment

Establish Commitment	Rating
1. School Principal has agreed to establish Tier 2 practices and supports?	YES NO
2. School Principal has agreed to attend training meetings?	YES NO
3. School Principal has agreed to direct financial and personnel resources toward implementation?	YES NO
4. School has established a specialized behavior support team (see next section)?	YES NO
5. School faculty members (>80%) have agreed to implement Tier 2 practices and systems to support Tier 2 implementation?	YES NO
6. School faculty members (>80%) have agreed to participate in Tier 2 implementation as needed?	YES NO

STOP!

If commitments haven't been confirmed (5 "Yes"), reconsider implementation of Tier 2 practices and systems.



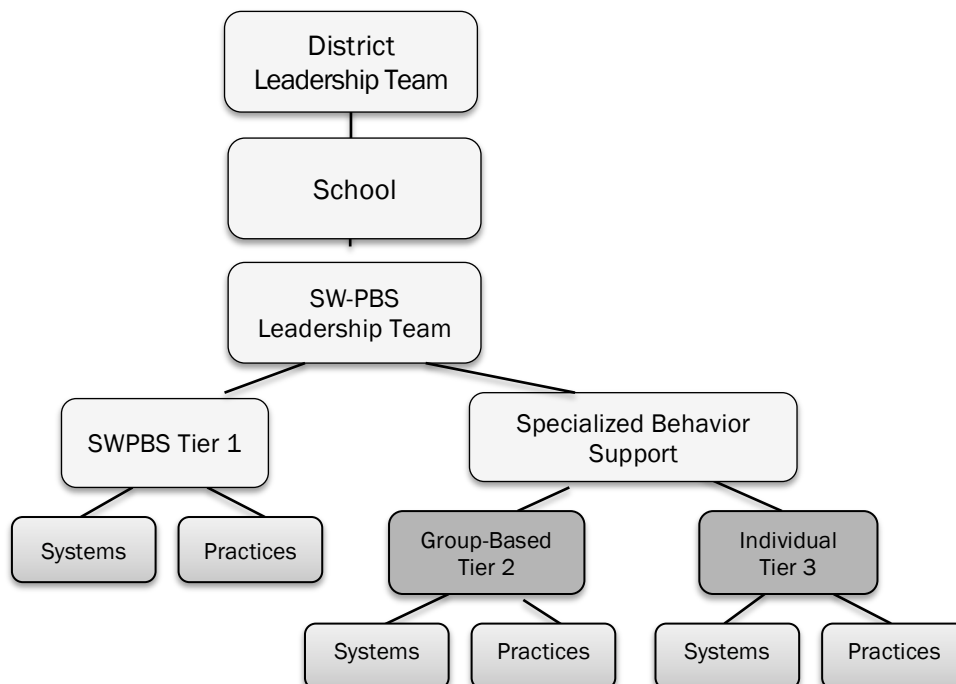
# The Tier 2 Team: Specialized Behavior Support

## Learner Outcomes

At the conclusion of this chapter, you will be able to...

- Establish a Tier 2 Specialized Behavior Support Team with adequate membership.
- Evaluate existing systems of support for addressing emotional and behavioral needs of students in your building.
- Reallocate resources (if needed) to develop an effective Tier 2 system.
- Delineate specific roles for each member of the Tier 2 Team and divide work responsibilities.
- Use a standardized meeting agenda to promote efficiency during meeting times.
- Systematically communicate applicable information and receive feedback from stakeholders.

The following illustrates the capacities of and the relationships between teams instrumental for the implementation of three tiers of behavioral support, including Tier 2 interventions and systems (Sugai, 2010).



## Functions & Membership of a Tier 2 Team

**A Specialized Behavior Support Team** includes individuals with behavioral expertise and crossover membership with the larger, SW-PBS Leadership Team. This team functions to establish systems and practices for students who require more intensive behavioral support. This team ensures access to interventions, evaluates the fidelity of systems and practices, and regularly utilizes data to monitor the progress of students. Team membership is shaped by individuals who will be responsible for specific functions or activities related to implementation and support of Tier 2 practices and systems. Some example activities to be completed by the team include the following:

- Provide training and support to school staff regarding intervention program(s).
- Provide specialized behavioral assessment strategies, interventions, and supports.
- Meet regularly (e.g., weekly or biweekly) to review the program, monitor individual student progress, and review new referrals.
- Coordinate school-wide implementation of the overall Tier 2 practices and systems.
- Develop screening procedures and data based decision rules for referring students to intervention.
  - Existing information, such as office discipline referrals or attendance data
  - Teacher nomination
  - Universal screening instrument scores
- Develop data based decision rules (including time frames) for placing students, monitoring progress, and fading the intervention.
- Summarize and review data to address the following questions:
  - Are appropriate students being referred?
  - Are students receiving support quickly?
  - Has entire staff been trained?
  - Are data reviewed on a regular basis?
  - Have data based decision rules been established for accessing, monitoring progress, and fading the intervention?
  - Are interventions implemented as planned?
  - Is adequate training provided to individuals who will implement interventions?
  - Are students actively participating in the intervention?
  - Is effectiveness of intervention and support being monitored?



## Team Membership

To accomplish the activities and tasks associated with development and implementation of a Tier 2 system the membership of the team should be crafted to ensure primary functions will be fulfilled. Individuals in the following positions are often included on the specialized behavior support team:

### Tier 2 Specialized Behavior Support Team Possible Membership:

- An individual designated to coordinate each Tier 2 intervention
- A School Administrator
- A Behavior Specialist
- (e.g., school counselor, school psychologist, social worker, special educator)
- A Classroom Teacher

## Member Participation

While the Tier 2 Team is developing a system, membership will remain constant—the same people will participate in each meeting and work together to accomplish items from the Action Plan. Once the system and interventions are in place, members who attend team meetings will vary to some extent based on which students are participating in Tier 2. Intervention coordinators and classroom teachers will regularly participate, but may not be required for the entirety of all Tier 2 Team meetings. For example, classroom teachers may choose to attend only during portions when a student from their class list is discussed.

### Teams and Teachers Are Critical For Success!

A common misperception is that someone else will provide strategies to “fix” the student and the classroom teacher does not need to be an active participant since “specialists” or outside staff are often involved in the intervention – it is important to stress that these interventions will require high level of involvement among ALL staff within the school building (Lewis, 2009)



Activity:

With your team, reflect on what you learned regarding the Tier 2 Specialized Behavior Support Team. Discuss *who*, *what* and *how* of the team for your building. How will this information be summarized and shared with your staff?

Who?	<ul style="list-style-type: none"><li>• Who might be effective members for our Tier 2 Team?</li><li>• Do we have the talent and skill sets that we need?</li></ul>
What?	<ul style="list-style-type: none"><li>• What is the charge of our Tier 2 Team?</li><li>• What is the relationship of the Tier 2 Team with other school committees or structures?</li></ul>
How?	<ul style="list-style-type: none"><li>• How will team members for the Tier 2 Team be selected?</li><li>• How long will team members serve? How will rotation occur?</li><li>• How can we ensure full representation of staff?</li></ul>

## Working Smarter

We have all heard this phrase before—work smarter, not harder—but what does it really mean, especially in education? We're all busy, that's a given. However, just because we are engaging in promising initiatives doesn't mean we are maximizing our possible successes. Whenever you are beginning something new, implementing something new, or even thinking about something new, it is a good time to step back and reflect on what work is currently on our plate, what the intent and outcomes are, who it is expected to impact, what staff are involved, and how the efforts related to our school improvement goals. Compiling this information across all initiative or efforts may help us to make decisions to consolidate committees or staff, eliminate initiatives, or wisely add to our improvement efforts and therefore, work smarter not harder (Kameenui & Carnine, 1998). A sample of how one school summarized and reviewed their school initiatives is provided on the following page. Redundancy and possible staff overload is evident.



### Activity:

Use the Working Smarter form provided to identify all current initiatives or improvement efforts (e.g., School Safety Committee, PLC, Data Teams, DARE Committee, Rtl, School Spirit Committee, etc.) specifically related to improvement of student behavior. Then note the purpose of that work, identify the outcomes, the group that is targeted by this work, the staff involved, and the related CSIP goal(s). Is there overlap? Are there efforts that do not have measureable outcomes? Can the work of some of the initiatives or committees be combined? Are some staff serving on multiple efforts? How might you adjust to work smarter?

The Tier 2 Team: Specialized Behavior Support



Working Smarter

Initiative/ Committee	Purpose	Outcome	Target Group	Staff Involved	CSIP Goal
SWPBS Tier 1 Leadership Team	Develop, implement and monitor universal system of support.	Decreased number of discipline incidents. Improved perceptions of school safety.	All staff and students.	Principal, school counselor, grade or department level representatives.	Goal #3
Attendance Committee	Encourage low attending students to increase school attendance.	Improved attendance rates.	Low attending students.	School librarian and one instructional aide.	Goal #2
Teacher/Student Assistance Team; CARE Team	Develop strategies for students who need extra assistance.	Improved behavioral and academic achievement.	High-risk students.	Principal, counselor, social worker, special education teacher.	Goal #3

What groups or committees focus on behavior in your school? For each group listed consider the following questions:

- 1) To what extent is the committee reaching goals stated in the CSIP plan?
- 2) Is there clear purpose and identified outcomes for each group listed?
- 3) Have outcomes for each committee been evaluated?

Working Smarter

Initiative/ Committee	Purpose	Outcome	Target Group	Staff Involved	CSIP Goal

## Team Roles

To efficiently and effectively accomplish your Tier 2 tasks, the work must be distributed. Effective meetings that lead to successful action planning and utilize consensus decision-making often have several common roles that are designated to make the processes run more smoothly. A clear description of example roles is provided on the following page. Although the name and nature of these roles may vary from group to group, this represents an array of roles that have been found to contribute to success. Depending on the size of your school and team, not all teams may use all of these roles, although some are essential—the most common include: 1) chairperson, 2) time-keeper, 3) secretary, recorder, or note taker. Roles are most often assigned based on interest and the specific skill sets of individual team members. Some teams opt to rotate the main roles through all the group members in order to build the experience and skills of all participants, avoid an over-reliance on a few, and equalize

all while preventing any perception of concentration of power. The specifics of roles is perhaps less important than the commitment to use roles and effective group processes to heighten your operation and productivity.

**Coaching.** In addition to these suggested roles, team members also may be designated to serve a coaching role to support Tier 2 implementation among staff. In many ways, all team members will serve a coaching role which includes:

- Listening, questioning, reviewing data.
- Encouraging, teaching, prompting, providing practice and modeling.
- Communicating with stakeholders.
- Distributing information and gathering input.
- Organizing and promoting professional development.

Some teams may have the ability to identify someone who serves primarily as a coach for their staff.



### Activity:

Review the description of team roles on the next page. What roles will best support your team's work and heighten your productivity? Determine the roles needed and which members from your Tier 2 Team will best fulfill each role.

Example



## Tier 2 Team Roles and Responsibilities

	Before Team Meeting	During Team Meeting	After Team Meeting
Chairperson	Develop agenda with input from team; send to team members.	Facilitate meeting.	Follow up on assigned tasks; seek input from team members/staff.
Secretary	Provide meeting reminder to team.	Keep meeting minutes.	Distribute team minutes to members.
Intervention Coordinator(s)	Prepare summary of student progress monitoring data. Prioritize which student's data will be reviewed. Gather any new nominations.	Present update on data and facilitate focused conversation. Discuss any nominations of new students.	Share data highlights with staff. Collect any other necessary data.
Communication Coordinator	Collect and compile any feedback and/or input from staff.	Share compiled feedback/ input from staff. Lead planning for stakeholder communication.	Provide updates to staff. Coordinate stakeholder communication (e-mails, newsletters, website, etc.).
Time Keeper	Review time slots on agenda.	Maintain time parameters. Use established signal to keep team on task.	Lead conversation for evaluation of meeting.
Cheerleader	Prepare summary of status of staff recognition activities.	Provide update on staff recognition activities. Lead the planning for targeted recognition for staff.	Carry out recognition activities with staff.
Historian/Archivist	Disseminate updates of products.	Lead discussion on any new files.	Maintain electronic database of team products and back up database regularly.
All Members	Review meeting notes. Preview agenda. Bring completed materials.	Follow meeting norms. Provide input.	Set the positive tone and example. Complete assigned tasks.

## The Tier 2 Team: Specialized Behavior Support

The following is provided as an example for documenting who will participate with the Specialized Behavior Support Team and how responsibilities will be divided.



Example

### Team Membership & Roles

Name of Person(s)	Membership Function	Role on Team
<i>Mrs. Smith</i> <i>Assistant Principal</i>	Administrator <ul style="list-style-type: none"> <li>• Allocate resources</li> <li>• Provide time for PD</li> <li>• Final approval of plans</li> <li>• Provide coaching</li> <li>• Recognize efforts of participating staff</li> </ul>	<i>Co-Chair &amp; Cheerleader</i>
<i>Mr. Dodd</i> <i>School Counselor</i>  <i>Mrs. Jones</i> <i>Speech Teacher</i>	Tier 2 Coordinators(s) <ul style="list-style-type: none"> <li>• Manages day to day activities associated with each intervention developed</li> <li>• Provide coaching</li> <li>• Requires flexible work schedule</li> </ul>	<i>Intervention Coordinator</i>
<i>Mrs. Webber</i> <i>Special Education Teacher</i>	Behavior Support Specialization <ul style="list-style-type: none"> <li>• Understands functions of behavior and can use student data to select appropriate interventions.</li> <li>• Provide coaching</li> </ul>	
<i>Mrs. Anderson</i> <i>4<sup>th</sup> grade Teacher</i>	SW-PBS Leadership Team <ul style="list-style-type: none"> <li>• Actively participates with Tier 1 &amp; Tier 2 Teams. Facilitates two-way communication.</li> </ul>	<i>Communication &amp; Historian/Archivist</i>
<i>Mr. Bray</i> <i>Art Teacher</i>	Other – Representative from Specialist Classes <ul style="list-style-type: none"> <li>• Facilitates communication</li> </ul>	<i>Timekeeper Secretary</i>



## Team Membership & Roles

Name of Person(s)	Membership Function	Role on Team
	<p>Administrator</p> <ul style="list-style-type: none"> <li>• Allocate resources</li> <li>• Provide time for PD</li> <li>• Final approval of plans</li> <li>• Provide coaching                             <ul style="list-style-type: none"> <li>• Recognize efforts of participating staff</li> </ul> </li> </ul>	
	<p>Tier 2 Coordinators(s)</p> <ul style="list-style-type: none"> <li>• Manages day to day activities associated with each intervention developed</li> <li>• Provide coaching</li> <li>• Requires flexible work schedule</li> </ul>	
	<p>Behavior Support Specialization</p> <ul style="list-style-type: none"> <li>• Understands functions of behavior and can use student data to select appropriate interventions.</li> </ul> <p>Provide coaching</p>	
	<p>SWPBS Leadership Team</p> <p>Actively participates with Tier 1 &amp; Tier 2 Teams.</p> <p>Facilitates two-way communication.</p>	
	<p>Other – Representative from Specialist Classes</p> <p>Facilitates communication</p>	

## Effective Team Processes

Time is the most valuable resource for educators. Meeting and planning time is often scarce so we must learn to work smarter, maximizing our time and outcomes. Unproductive meetings can dim enthusiasm for your work and slow efforts, while effective team processes excite and inspire, and fuel progress. The most common categories of ineffective meetings include: 1) disorganization in planning; no clear meeting objective or purpose, 2) ineffective processes for running the meeting, and 3) no closure or follow-up.

To guide your SW-PBS team work, we will address scheduling your meetings, ground rules or working agreements, using a meeting agenda, deciding how to decide, team member roles, planning for communication, action planning, and engaging the staff in your work.

### Problems Commonly Associated With Meetings

- Getting off the subject
- No goals or agenda
- Too lengthy
- Poor or inadequate preparation
- Inconclusive
- Disorganized
- Ineffective leadership/lack of control
- Irrelevance of information discussed
- Time wasted during meetings
- Starting late
- Not effective for making decisions
- Interruptions from within and without
- Individuals dominate discussion
- Rambling, redundant, or digressive discussion
- No published results or follow-up actions
- No pre-meeting orientation
- Canceled or postponed meetings

950 professional surveyed on meeting efficiency; listed in rank order.  
(Mosvick & Nelson, 1987)



Discussion:

What challenges to effective meetings have you experienced in your school?  
What meeting roadblocks would you like to avoid?

### Team Meeting Schedule

Team meeting frequency will vary somewhat as you begin your work then move to implementing and finally sustaining your practices. During initial development or preparation, it is important for the Tier 2 Team to meet frequently. At a minimum, teams should meet once per month, with additional meetings scheduled as personally needed to achieve your goals and planning needs. It is recommended that your meetings be entered on the school master calendar early in the school year so other activities do not crowd out these important meetings. Additionally, teams are encouraged to schedule the length of meetings so as to allow ample uninterrupted time to plan; at least an hour is ideal. Schools often schedule meetings before or after school, on early release days, at a time during the day when all or most share a common planning time, or in some cases, schedule substitutes as necessary. Some schools occasionally “retreat” to allow longer, uninterrupted planning time. Creative scheduling helps to provide the time necessary to ensure good outcomes for your school.



#### Activity:

With your team, consider your meeting options. What meeting times will work for you? On the calendar below indicate your meeting dates and times for the upcoming months. Who will be responsible for entering these meetings on your school’s master schedule?

Tier 2 Team Meeting Dates & Times

August	September	October	November	December
January	February	March	April	May
June	July			

## Meeting Agenda

Creating an effective agenda is one of the most important elements for a productive meeting. The agenda typically communicates: 1) topics for discussion, 2) a time allotment for each topic, and 3) the person responsible for reporting or leading. It can also be used as a checklist to ensure that all information is covered and, if it is distributed before the meeting, lets participants know what will be discussed. This gives the team an opportunity to come to the meeting prepared for the upcoming discussions or decisions. Additionally, agendas often include a space to take notes or indicate members present; tasks, activities, or assignments to be done before the next meeting; and the date of the future meeting as well as possible agenda items.

An agenda can be more focused and helpful in guiding an efficient meeting

when objectives or outcomes replace simple topics. Terms such as “review and edit,” “discuss and decide,” “draft a plan for,” “determine next steps,” etc. help to avoid unfocused, long-winded discussions of topics and guides all toward specific outcomes. With each agenda item spelled out in this manner, the purpose and desired accomplishments are clear, and when team members are off on tangents, the speaker has a clear purpose to bring them back to. Examples of a team agenda as well as a blank meeting agenda template follow. Additional examples can be found online. You will be asked to share your monthly meeting agendas with your Regional Consultants as a means to keep them informed of your work and to guide their planning for needed technical assistance.



Example



Meeting Agenda, Minutes and Problem-Solving Action Plan Form

	Date:	Time:	Location:	Norms:
				Begin and end of time Be an active listener Stay on topic Follow through on all assigned tasks Reach consensus with thumbs up procedure
Today's Meeting	March 1, 2012	3:30 – 4:15	Conference Room	
Next Meeting	March 15, 2012	3:30 – 4:15	Conference Room	

Team Members Present: Barb Mitchell (Chairperson), Diane Feeley (Administrator), Terry Bigby (Intervention Coordinator), Deb Childs (Secretary), Betty Ennis (Communication Coordinator)

Today's Agenda Items:

1. Review of Student DPR data for CICO
2. New Students
3. Staff CICO training
4. Scheduling BAT

Additional Agenda Items:

Potential Problems Raised
1.
2.
3.

Agenda Item	Discussion/Decision/Task (if applicable)	Who?	By When?
Review of Student DPR data for CICO	Five students currently participating in CICO for the past two weeks. A review of their graphs show that four are at or above their goal of 80%, so they will continue with data review scheduled in two weeks to see if they meet data decision rule for fading at that time.	Diane Feeley	March 15, 2012
	One student's data was reviewed due to poor response. After reviewing the Fidelity of Implementation Checklist, it was determined that CICO is not being implemented with fidelity due to the DPR not being consistently completed and the student not consistently checking-out. Barb Mitchell will retrain the classroom teacher on completing the DPR and providing positive feedback and will also arrange for an older student on the intervention to pick-up the student for check-out.  Student's graphs will be brought to the next team meeting.	Barb Mitchell  Diane Feeley	March 3, 2012  March 15, 2012

# The Tier 2 Team: Specialized Behavior Support

Agenda Item	Discussion/Decision/Task (if applicable)	Who?	By When?
New Students meeting Data Decision Rule for Tier 2 consideration	Diane Feeley reported that no new students have met the data decision rule for Tier 2 intervention.		
Staff CICO training	Right now, the only staff trained on completing the DPR and providing positive feedback based upon the DPR are those teachers involved in the pilot. When we go full scale next year, we will need everyone trained. Deb Childs reported that she will schedule 45 minutes for staff CICO training to take place by May 1. We will use the Tier 2 Toolkit materials and training videos as resources for this training.	Deb Childs	May 1, 2012
Scheduling BAT	The Tier 2 team needs to take the BAT and submit the Excel spreadsheet to our regional consultant by April 15, 2012.  The BAT will be taken during our March 29, 2012, team meeting. Terry Bigby will bring the hard copy of the BAT and Diane Feeley will have the BAT Scoring and Results Spreadsheet downloaded onto her computer for data entry.	Terry Bigby Diane Feeley	March 29, 2012 March 29, 2012

## Other Issues

### Evaluation of Team Meeting (Mark your ratings with an "X")

	Yes	So-So	No
1. Was today's meeting a good use of our time?	X		
2. In general, did we do a good job of <u>tracking</u> whether we're completing the tasks we agreed on at previous meetings?	X		
3. In general, have we done a good job of actually <u>completing</u> the tasks we agreed on at previous meetings?	X		
4. In general, are the completed tasks having the <u>desired effects</u> on student behavior?	X		

If some of our ratings are "So-So" or "No," what can we do to improve things?

Meeting Agenda, Minutes and Problem-Solving Action Plan Form

Today's Meeting	Date:	Time:	Location:	Norms:
Next Meeting				

Team Members Present:

Additional Agenda Items:

Today's Agenda Items:	Potential Problems Raised
1.	1.
2.	2.
3.	3.
4.	

Agenda Item	Discussion/Decision/Task (if applicable)	Who?	By When?

The Tier 2 Team: Specialized Behavior Support

Agenda Item	Discussion/Decision/Task (if applicable)	Who?	By When?

Other Issues \_\_\_\_\_

Evaluation of Team Meeting (Mark your ratings with an “X”)

1. Was today’s meeting a good use of our time?	Yes	So-So	No
2. In general, did we do a good job of <i>tracking</i> whether we’re completing the tasks we agreed on at previous meetings?			
3. In general, have we done a good job of actually <i>completing</i> the tasks we agreed on at previous meetings?			
4. In general, are the completed tasks having the <i>desired effects</i> on student behavior?			

If some of our ratings are “So-So” or “No,” what can we do to improve things?



## Communication

One of the most important systems the SW-PBS Tier 2 Team must consider is how to keep all staff, students, and families informed of the SW-PBS activities as they unfold.

While much of the initiative work will be done in conjunction with staff through regular staff meetings and professional development thoughtful updating and sharing with staff helps build and maintain “buy-in” and sustain their commitment to the work. Similarly, systems to keep families, the community, and of course students informed are essential, too.

Creating a communication system must be intentional and strategic. There are three broad areas the SW-PBS Tier 2 Team will want to consider when developing a communication system: 1) sharing ongoing information, 2) presenting data and, 3) obtaining feedback from stakeholders (staff, students, families & community). Some ideas of communication strategies include:

- Communication “tree”
- Regular bulletins or newsletters
- Posters
- Parent letters
- Presentation at Open House
- Website
- Monthly staff meetings
- Bulletin board in the staff lounge (e.g., notices, general information, graphic data displays, etc.)
- Suggestion box and surveys
- Feedback/exit slips at conclusion of meetings or professional development
- Requests of staff for draft revisions
- Bulletin boards for students

- Morning announcement/update
- Fair of student artwork or essays on SW-PBS
- Overview presentations for community groups

In addition to the above creative communication ideas, teams will want to build time into team meetings to consider communication needs relative to agenda items just discussed. At the conclusion of your meetings, consider these questions: “*What* needs to be communicated? *How* should it be communicated (formally or informally)? *To whom* do we need to share this? and, *Who* will be responsible for the communication?” This routine thoughtful planning for communication should lead to well-informed stakeholders and greater unity.

### Communication Questions for Team Meetings

- *What* needs to be communicated?
- *How* should it be communicated?
- *To Whom* do we need to share this?
- *Who* will be responsible for the communication?

While your Communication Coordinator may assume primary responsibility for organizing and maintaining the communication systems that you use, the team will want to assist with planning and selecting what will work best for your school and stakeholders. To ensure that you have a systematic and organized way to communicate with staff, students, families, and your community, a full plan should be created.



Activity:

Think about your building's Tier 1 efforts. How was information for Tier 1 systems and practices communicated to staff, students, families, and community members?

Now consider the extent to which these same communication plans may be applicable for disseminating information for Tier 2.

Stakeholder	Strategies	Responsible Person
Staff		
Students		
Families		
Community		



Example

## School Communication Systems

Example 1:

1. The Tier 2 Team Recorder will post information/materials for consideration on the “What Do You Think About This?” section of the SW-PBS Bulletin Board in the Teacher Work Room the first Monday each month.
2. Time will be allotted during the monthly staff meeting for the principal to present information/materials for consideration.
3. On the day of the staff meeting, the Tier 2 Coach will send out the information/materials for consideration via e-mail to each certified and classified staff member.
4. Each certified and classified staff member will respond to the e-mail by writing comments or questions regarding the information/materials for consideration. Staff will respond by Friday afternoon the week of the staff meeting.

Example 2:

1. The Tier 2 Team Recorder will place a hard copy of information/materials for consideration in each certified and classified staff member’s mailbox the first Monday of each month.
2. Time will be allotted during the monthly staff meeting for the principal to present information/materials for consideration.
3. Certified Staff will discuss information/materials for consideration during the department/grade level meeting. Each department/grade level team will write comments or questions on the hard copy of the information/materials. Classified staff will individually review and write comments or questions on the hard copy of the information/materials.
4. The second Friday of the month, the department/grade level team and classified staff members will place the hard copy with comments or questions in the SW-PBS Feedback Basket located in the Teacher Work Room.

## NOTES



# Student Identification Process

## Learner Outcomes

At the conclusion of this section, you will be able to...

- Develop a process that includes a minimum of two data sources to accurately identify students with internalizing and/or externalizing emotional or behavioral risk factors.

## Systematic Screening

**M**ultiple methods are used to identify students for Tier 2 supports. Students should be identified through various methods, such as office discipline referrals, screenings, teacher nominations, parent and support service recommendations, and formative assessments. No single method is likely to identify all students who may need Tier 2 supports. It is not necessary to exhaust all possible identification methods, but it is recommended that schools select and use multiple screening techniques so that all students have an equal chance to be considered for risk at least annually and preferably more than once per school year. The identification methods selected should be efficient in terms of cost and time requirements from school personnel.

It is worth noting—one of the foundational principles of an RtI model is when large numbers of students are exhibiting similar challenges, the school-based problem-solving team should focus problem-solving on Tier 1 as a priority before identifying students whose needs may warrant immediate supplemental or intensive services which require more complex and expensive supports.

Therefore, it is important for school-based problem-solving teams to consider whether a student's behavior or performance is different than peers in the same environment. If many students in the same classroom are identified or direct observation of the classroom indicates that critical curricular, behavior management, and instructional components are missing from or ineffectively implemented in the classroom, then modification of classroom supports should be addressed prior to planning for and providing supplemental supports.

**An effective screening process** should provide information for students who:

**Exhibit externalizing behaviors.** Externalizing behaviors are behavior problems that are observable and overt, often directed toward people and/or objects in the social environment (Walker & Severson, 1991). Behavior problems in the externalizing dimension are exhibited at high rates and/or intensity and are considered inappropriate in school settings. Examples of externalizing behaviors include, but are not limited to: talking out, non-compliance, out of seat, disturbing others, talking back, rude comments to peers, along with more serious behavior such as aggression toward people, destruction of property, theft, and serious violation of rules.

**Exhibit internalizing behaviors.** Internalizing behaviors are behavior problems that the student directs inwardly toward him or herself. Internalizing behaviors are often based on social deficits and avoidance (Walker & Severson, 1991). Examples of internalizing behaviors include, but are not limited to, (a) exhibiting shy, timid, or nonassertive behavior; (b) avoiding or withdrawing from social situations (e.g., not talking with peers; not participating in activities or games); and (c) non-responsiveness to social overtures from others.

In addition, children and youth with the following characteristics should also be identified and considered for additional support. Student who: 1) present many classroom challenges, 2) experience in-class consequences but do not receive office discipline referrals, 3) are identified with disabilities but may still need additional emotional and/or behavioral supports, and 4) are recommended by faculty, parents or supportive professional.

Universal screening can be conducted in several different ways. Examples include regular monitoring of **existing school data** that is indicative of risk, use of a systematic **teacher nomination** process during designated cut points of the school year, and/or implementation of a teacher, student or parent rating process that incorporates research based **screening instruments**.

*Initially, schools may be concerned about lacking sufficient interventions, personnel, or other resources to simultaneously address the needs of every student identified through the use of a school- wide screening process. School-based problem-solving teams should develop a method for prioritizing students according to their level of need.*

Ultimately the goal is development of a systematic identification process that allows all students to be considered at least twice per school year, promotes early identification of students who are at-risk for poor outcomes, and identifies youth who may be experiencing internalizing and/or externalizing concerns.

Teacher Nomination for Assistance

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Are behaviors primarily externalizing, internalizing or both? (circle response)

Problem Behaviors	Setting / Time
What do you think the student wants to obtain (attention, activity) or avoid (attention, activity)?	

Please add any additional information below. Return this form to the designated Tier 2 Team Member.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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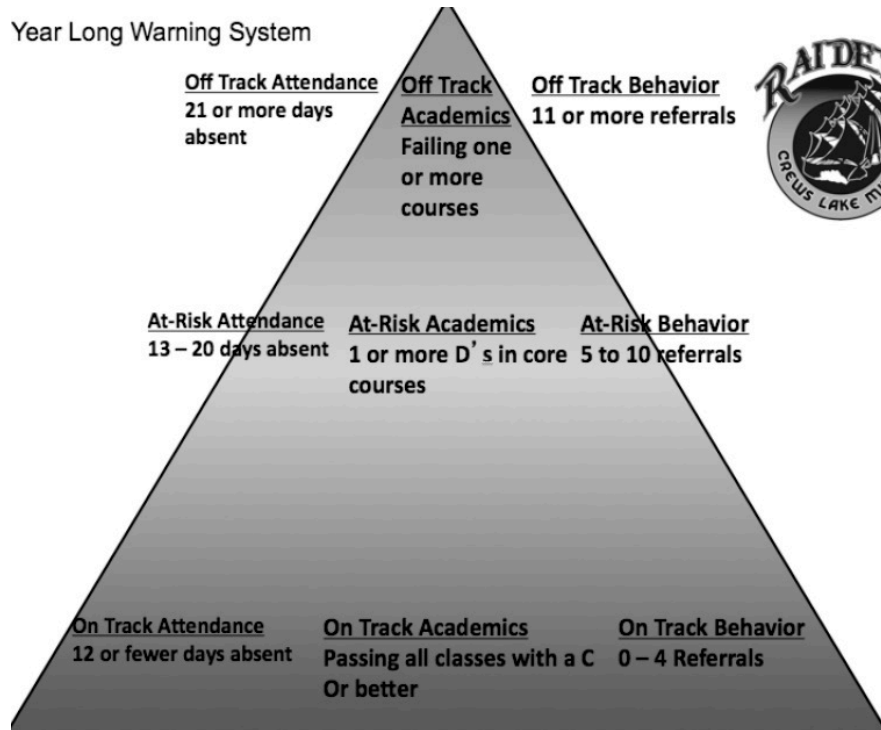
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## Use of Existing School Data

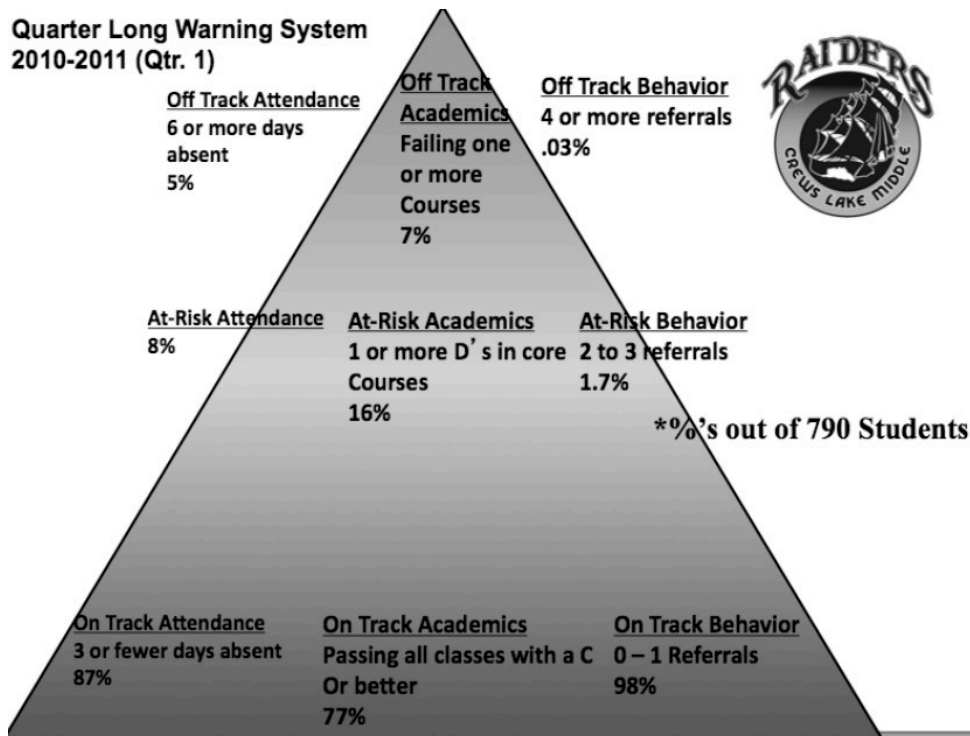


Example

### Year Long Warning System



### Quarter Long Warning System 2010-2011 (Qtr. 1)







Example

## Existing School Data Inventory

Measure	Proficient Score	At-Risk	High Risk
1. ODR	0-1	2 or more	5 or more
2. Classroom Minors	2-4	5 or more	15 or more
3. Absences	>5/trimester	5+/trimester	10/trimester
4. Tardy	>4/trimester	4+/trimester	10/trimester
5. ISS	0-1	2	4 or more
6. OSS	0	1	2
7. Course Grades	2.5 or higher	D or F in any course	Ds or Fs in multiple courses
8. Reading Inventory	800+	799 or lower	599 or lower
9. Writing Assessment	3 or 4	2	NS; 1



Activity:

Make a list of all the academic and behavioral data collected in your school. Identify what is considered proficient for each measure, and determine what level of each measure is “at-risk” and “high-risk.”

Existing School Data Inventory

Measure	Proficient Score	At-Risk	High Risk

## Emotional &amp; Behavioral Screening Instruments

School Age Children & Youth				
Instrument	Description	Method(s)	Administration	Cost
<b>Strengths &amp; Difficulties Questionnaire (SDQ)</b>  youthinmind.com <a href="http://www.sdq.org">www.sdq.org</a> youthinmind.info sdqinfo.com	Grades K-12	Teacher or Parent Report (ages 4-10)	45 min-1hr/class 25 items	No cost if administered and scored online.
	Assesses conduct problems, hyperactivity, emotional symptoms, peer problems, and pro-social behavior	Teacher or Parent Report (ages 11-17)	On-line administration and scoring available	1 page per student if administered and scored by hand.
	Total Difficulties Score reported as Low, Medium or High Risk	Student Self-Report (ages 11-17)	Manual scoring = 10 min/student	
<b>Behavioral and Emotional Screening System (BASC-2 BESS)</b>  Pearson <a href="http://www.pearsonassessments.com">www.pearsonassessments.com</a>	Grades PreK-12	Teacher or Parent Report (ages 3-5)	5-10 min admin	Manual = \$62
	Assesses internalizing problems, externalizing problems, school problems, and adaptive skills.	Teacher or Parent Report (K-12)	25-30 items	Teacher forms = (\$100 for pkg of 100)
	Scores reported as Normal, Elevated or Extremely Elevated	Student Self-Report (Grades 3-12)	Computer scoring available using ASSIST Software	Data Management System = \$589
<b>Systematic Screening for Behavior Disorders (SSBD)</b>  Sopris West <a href="http://store.cambiumlearning.com">http://store.cambiumlearning.com</a>	Grades K-6	Rank order students according to behavior.	45 min-1hr/class (stages 1 & 2)	Manual w/ video = (\$195)
	Uses 3-stage, multi-gate process to screen and identify students who may be at risk of developing behavioral disorders.	Top ranked students are individually rated.	Scoring = 15-30 min/class	

**Table 1** *continued*  
*Emotional Behavioral Screening Instruments*

<b>School Age Children &amp; Youth</b>				
<b>Instrument</b>	<b>Description</b>	<b>Method(s)</b>	<b>Administration</b>	<b>Cost</b>
<b>Social Skills Improvement System (SSIS)</b>  <b>Pearson</b> <a href="http://www.pearsonassessments.com">www.pearsonassessments.com</a>	<b>Performance Screening Guide</b> Ages 3-19 Measure of pro-social behaviors, math skills, reading skills, and motivation to learn for all students in an entire classroom.	<b>Performance Screening Guide</b> Teacher compares student performance as measured against grade level expectations.	Approximately 30 min per class	Performance Screening Guide (\$41.25 pkg10)
	<b>Class-wide Intervention Program</b> Provides social skill instructional scripts and resources for teaching 10 skill units.	<b>Class-wide Intervention Program</b> 10 units divided into 3 lessons per week. Each lesson includes 6 phases = Tell, Show, Do, Practice, Monitor Progress, and Generalization.	25-30 min per lesson	Teacher's Guide (\$77.25)  Student Booklets (\$290 pkg 25)
	<b>Individual Student Rating Scales</b> Assessment of an individual's social skills, problem behaviors and academic competence.	<b>Individual Rating Scales</b> Teacher, Parent and Student self-rating options. Compares student performance to national norms.	15-20 min/student	Manual = \$101  Rating Forms (\$42 pkg 25)  Scoring Software (\$249)
	<b>Intervention Guide</b> Offers in-depth intervention for 20 social skills linked to Individual Student Rating Scales Results.	<b>Intervention Guide</b> Delivered in a small group setting. Designed for students with acquisition deficits.	Two 45 minute sessions per week for 15 weeks	Teaching Guide = (\$112)

**Table 1** *continued*  
*Emotional Behavioral Screening Instruments*

<b>Preschool Age Children</b>				
<b>Instrument</b>	<b>Description</b>	<b>Method(s)</b>	<b>Administration</b>	<b>Cost</b>
<b>Devereux Early Childhood Assessment Program (DECA)</b>	2-5 years  A Total Protective Factors (TPF) composite score is generated.	Parent/ Caregiver  Teacher	5-10 min/ student  62 items  Likert	Starter Kit = \$200
Kaplan Early Learning Company <a href="http://www.kaplanco.com">www.kaplanco.com</a>	Scales assess Initiative, Self-control, & Attachment. A 10-item Behavioral Concerns scale assesses behavioral problems.			
<b>Preschool and Kindergarten Behavior Scales –Second Edition (PKBS-2)</b>	3-6 years  Measures social skills and problem behaviors.	Parent/ Caregiver  Teacher	8-12 min/student  76 items  Likert	Starter Kit = \$120  No Data Management System
Pro-ed <a href="http://www.proedinc.com">www.proedinc.com</a>				
<b>Temperament and Atypical Behavior Scale (TABS)</b>	11-71 months (1-6 years)  Brief screener identifies potential problems.  A separate assessment tool, comprised of a detailed checklist, is used when screening score indicates a concern.	Parent/ Caregiver  Teacher	15-item Screener 5 min/student  55 item checklist 15 min/student	Introductory Kit includes Manual, Screeners and Assessment Tools = \$95
Brookes Publishing <a href="http://www.brookespublishing.com">www.brookespublishing.com</a>				

**Table 1** *continued*  
Emotional Behavioral Screening Instruments

Preschool Age Children				
Instrument	Description	Method(s)	Administration	Cost
<b>Ages and Stages Questionnaire: Third Edition (ASQ-3)</b>  Brookes Publishing <a href="http://www.brookespublishing.com">www.brookespublishing.com</a>	1 -66 months  Examines strengths and challenges in Self-Regulation, Compliance, Communication, Adaptive Functioning, Autonomy, Affect, and Interpersonal Interactions.	Parent/Caregiver	15-20 min/child  30 items  2-3 min to score	Starter Kit = \$250  Reproducible  Data management system available
<b>Early Screening Project (ESP)</b>  Sopris West <a href="http://store.cambiunlearning.com">http://store.cambiunlearning.com</a>	3-5 years  Process that allows for early intervention and identification of preschool adjustment problems.  Screens for Emotional Problems, Speech and Language Difficulties, Impaired Cognitive Ability, Attention Deficits, and Hyperactivity.  Scores reported as At Risk, High Risk, or Extreme Risk	Teacher rating followed by direct observation completed by someone other than the classroom teacher	Stage 1 and 2 can be completed in approximately 1 hour.  Stage 3 requires two 10-minute observations in unstructured settings.	

## Screening Instrument Examples

The following pages provide example screening questionnaires and reports. Instruments include:

- The Strengths & Difficulties Questionnaire (SDQ)
- The Behavioral and Emotional Screening System (BASC-2 BESS)
- The Systematic Screening for Behavior Disorders (SSBD)



**Note:** Several schools in different regions of Missouri have incorporated use of screening instruments as part of their student identification process. If your team would like more information please contact your MO SW-PBS Regional or Tier 2/3 Consultant.





## Consent

When student(s) are observed, interviewed or tested, school staff must consider whether parental informed consent for these procedures is required. IDEA 2004 allows “screening” procedures without parental permission, such as determining phonemic awareness proficiency and other progress monitoring activities necessary to inform instructional programming. Many schools are beginning to use academic and behavioral RtI. Assessment plans are not necessary for all RtI activities.

### General Principles:

- If educators are *collecting new data* for the purpose of determining disability, an assessment plan is necessary.
- If educators are *reviewing existing data*, such as how a student is responding to behavior supports or academic instruction for the purpose of assisting the teacher in instruction components or instructional methods, no assessment plan is required.

**The Federal Register/Vol. 71, No. 156/Monday, August 14, 2006/Rules and Regulations:** Parent Consent is **not** required:

- Before administering a test or other evaluation to all children 300.300(d)(1)(ii)
- Before reviewing existing data 300.300(d)(1)(i)
- When screening for instructional purposes 300.302

### Specific wording:

Regulations: Part [300](#) / [D](#) / [300.300](#) / [d](#) / 1

[\(1\)](#) Parental consent is not required before–

[\(i\)](#) Reviewing existing data as part of an evaluation or a reevaluation; or

[\(ii\)](#) Administering a test or other evaluation that is administered to all children unless, before administration of that test or evaluation, consent is required of parents of all children.

Regulations: Part [300](#) / [D](#) / 300.302

Sec. 300.302 Screening for instructional purposes is not evaluation.

The screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation shall not be considered to be an evaluation for eligibility for special education and related services.(Authority: 20 U.S.C. 1414(a)(1)(E))



Example

## Parent Notification Letter for Universal Screening

Date:

TO: All Parents and Guardians

FROM:

RE: Response to Intervention and Screening Tools for Behavior

[School District] has begun the process of creating systems of academic and social-emotional support linked directly to the assessed needs of our students. This system, known as Response to Intervention or RtI, provides all students with timely and targeted interventions based upon the results of universal screening tools in reading, math and behavior.

Universal screening helps school staff to determine which students may be academically or behaviorally “at risk.” These screenings can include recent results of state or district tests as well as specific academic or behavior screening tests; these screening assessments are typically administered to all students two or three times per year. Students whose scores fall below a certain cut-off are identified as possibly needing more specialized academic or behavior interventions. The use of universal screenings refines and strengthens our efforts to help all of our students be successful by allowing us to take positive and preventative measures as early as possible.

The universal screening tools in math and reading are very similar to tools we use every day to help us determine where students might have gaps in knowledge and need assistance. The behavior screening tool, [insert name of screener], focuses on academic engagement behaviors of students.

The [insert name of screener] is completed by teachers and is available at your school for your review. The results of the tool will be used to provide identified students with mentoring, social skill building and other supports to help them engage positively in learning. As with our academic universal screenings, you will be notified if your student is selected for participation in an intervention program. After reviewing the [insert name of screener], please contact your child’s principal if you have questions about your child’s participation.

Thank you for your willingness to assist [School District] in building a system of student supports that is linked directly to data. This will ensure that each of our students has the opportunity to receive the assistance they need to achieve academic and social-emotional success. Please do not hesitate to contact me if you have questions.

## Screening Considerations

Documented Purpose & Policy		
Minimum Feature	Questions to Consider	Team Notes/ Taks to Complete
1. The person who can authorize social-emotional / behavioral screening is identified and approval is obtained to design and implement the process.	<p>a. Who provides approval?</p> <ul style="list-style-type: none"> <li>Is it the school board, school superintendent, special services director, a leadership team and/or building level principal?</li> </ul>	
2. A clear purpose and intended outcome of screening is documented and aligns with district and building level mission, priorities and improvement goals.	<p>a. Is the alignment with district and building level mission, priorities and improvement goals documented?</p> <p>b. Is there an existing system for identifying at-risk students?</p> <p>c. Is the existing system effective in finding students with externalizing or internalizing types of concerns?</p> <p>d. Are there any groups of students who are not consistently identified?</p> <p>e. How will the results be used?</p> <p>f. How will screening be distinguished from a diagnostic process?</p>	

Documented Purpose & Policy		
Minimum Feature	Questions to Consider	Team Notes/Tasks to Complete
3. The policy and procedures for screening in non-behavior areas is used to inform development of screening system for social-emotional / behavioral concerns.	<ul style="list-style-type: none"> <li>a. What are the current policies and procedures regarding vision, hearing and academic screening?</li> <li>b. Is that policy effective and can it be used for social-emotional / behavioral concerns?</li> </ul>	
4. The policy and procedures for social-emotional / behavioral screening include decision rules for parent notification, parent consent and use of the results.	<ul style="list-style-type: none"> <li>a. How will awareness of the process and its benefits be developed among stakeholders?</li> <li>b. How will parents be notified of the screening?</li> <li>c. When in the process will parental consent be obtained? Will parental consent be active or passive?</li> <li>d. How will results of the screening be shared with parents? Will all parents be notified of results or will only parents of students identified be informed?</li> <li>e. How will results of the screening be used?</li> </ul>	
5. The policy and procedures for social-emotional / behavioral screening comply with district child find procedures.	<ul style="list-style-type: none"> <li>a. Have the policy and procedures been reviewed and approved by the appropriate district-level personnel?</li> </ul>	

Clearly Defined Procedures		
Minimum Feature	Questions to Consider	Team Notes/ Tasks to Complete
6. A point of contact at the district and building level who will take responsibility for oversight of the screening process is identified.	a. Whose role is most aligned to complete this work?	
7. Timeline for administration(s) is determined and is frequent enough to catch transient students –first administration in Fall.	a. How often and when will screenings occur? b. Is there a process in place to address concerns if a child demonstrates risk in between occurrences of screening?	
8. The screening process includes provision that all students are considered and the process is suitable to identify students with internalizing or externalizing concerns.	a. Which teachers will complete the screening so that all students have an equal chance of being considered?	
9. An evidence based instrument with appropriate psychometric properties and norms is identified.	a. What are the advantages and disadvantages of the instruments under consideration?	
10. Clear instructions to complete w/ training for all on how to complete.	a. Who will provide training and instructions for the screening process including how to complete the instrument, use of results and follow up obligations of participating teachers?	

Availability of Supports		
Minimum Feature	Questions to Consider	Team Notes/Tasks to Complete
11. Resources are available to support universal screening (e.g. personnel, materials and time for professional development).	a. What materials will be required to complete the process? b. How will materials be obtained? c. How much time will be needed for screening and when will time be given for this to occur?	
12. A team exists that can support the student, family, and classroom teacher in determining what response should be taken for students who are identified as at-risk.	a. What is the responsibility of the team? b. How are screening results processed once they reach the team?	
13. School and community-based supports for responding to identified students are available and adequate to serve the level of need.	a. What supports are available for students who are identified? b. How do students, families and teachers access these supports?	



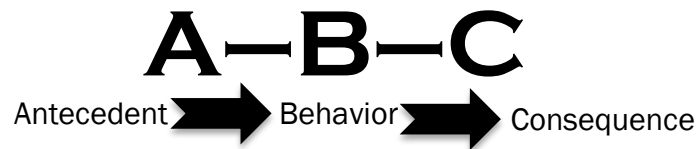
# Selecting Function-Based Interventions

## Learner Outcomes

At the conclusion of this section, you will be able to...

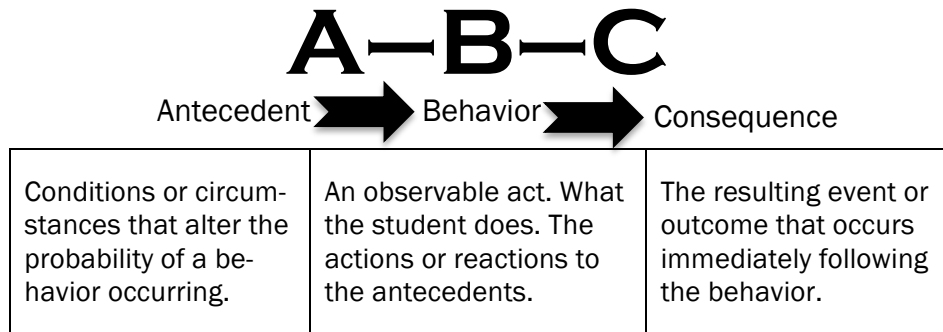
- Develop an efficient and effective process for gathering and reviewing relevant student data.
- Use student data to select function-based interventions that match the needs of identified students.

## Using Antecedent–Behavior–Consequence Data



**S**W-PBS is grounded in the science of behavior or applied behavior analysis (ABA). Applied behavior analysis is the design, implementation, and evaluation of environmental modifications to produce socially significant improvement in behavior (Baer, Wolf, & Risley, 1968; Sulzer-Azaroff, B. & Mayer, R., 1991). This is based on the understanding that individuals' behavior is determined by past and current environmental events. In short, the science of behavior focuses on changes to the environment that result in changed behavior. From an ABA perspective behavior change occurs from manipulation of variables in an individual's environment. Thus in SW-PBS, an important focus is designing systems that promote change in adult behavior that result with change in instructional environments that will, in turn, lead to change in student behavior.

Central to understanding applied behavior analysis is knowledge of “ABCs”—an acronym for the contingency *Antecedent–Behavior–Consequence*. This means, something happens preceding a behavior (the *Antecedent*), which in effect causes or influences the *Behavior*, which then results in an immediate *Consequence*.



For students who require additional (Tier 2 or 3) intervention, work with the A-B-C contingency becomes more precise than is required at the universal level of implementation. Rather than thinking about groups of children within a building (e.g., specific grade level or classroom of students) the Specialized Behavior Support Team will use readily available data to consider *antecedent*, *behavior* and *consequence* conditions for individual students who continue to display difficulties after Tier 1 supports are provided. Identifying student behavioral patterns using an A-B-C structure will help teams in selecting interventions that best match student needs.

To promote efficient and effective selection of interventions the Specialized Behavior Support Team will develop a process for gathering student data that provides relevant information (i.e., A-B-C). The Functional Assessment Checklist for Teachers & Staff (FACTS; March, Horner, Lewis-Palmer, Brown, Crone, Todd & Carr, 2000) is an example tool that can be used to collect A-B-C data.

Having adequate time to consider the number of students who are identified at-risk is a common concern among teams that are early in the Tier 2 development process. Use of a specific format for collecting, reviewing and discussing relevant student information is beneficial for keeping conversations focused on variables within the control of participating team members. Problem solving teams working at advanced levels are sometimes tempted to focus discussions on factors beyond control of the support team (e.g., home life, community circumstances, previous experiences with related families etc.). Maintaining a conversation focused on alterable indicators of risk and data-based decision-making will allow the behavior support team to adequately address the numbers of students identified for additional support.

The following pages provide a version of the Functional Assessment Checklist for Teachers and Staff that has been adapted for use among teams working at the Tier 2 level. The abbreviated format is well suited for facilitating selection of function-based interventions in a timely manner.



## Functional Assessment Checklist for Teachers & Staff (Adapted)–Part A

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Classroom/Homeroom Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_

Data Needed:	Date	Summarize Results
Office Referrals (ODR)		
Classroom Minors		
Absences		
Tardies		
G.P.A.		
Reading		
Written Language		
Math		
Other: Nurse or Counselor Visits		

Problem Behavior: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

### Tier 1 Intervention:

Did the student receive instruction on School-wide and Classroom Expectations and Procedures? \_\_\_\_\_

Did the student receive encouragement for following School-wide and Classroom Expectations and Procedures? \_\_\_\_\_

If no, the Tier 2 team will review the Classroom System Implementation Inventory with the Classroom Teacher.

## Selecting Function-Based Interventions

Student Name: \_\_\_\_\_

\*Completed by each of the student's classroom teachers

Indicate below when the problem(s) are most likely to occur		
Schedule: Period/Subject	Likelihood of Problem Low High	Adult and/or peer response to the problem (Write the # of the response that applies or include other responses if applicable)  1. Adult(s) respond (look at or talk to student) 2. Peer(s) respond (look at, laugh or talk to student) 3. Student obtained specific activity 4. Student obtained specific object/item 5. Student was removed from adult(s) 6. Student was removed from peer(s) 7. Specific activity/task was removed
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Antecedent (Trigger/Predictor)	Problem Behavior	Consequence	Function (Obtain or Avoid)

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

### Classroom System Implementation Inventory

Tier One School-wide	Staff Expectations to Support Student Behavior
1. School-wide Expectations Matrix is our Social Curriculum	<input type="checkbox"/> Where is my copy of the school-wide matrix posted in my classroom? <hr/> <input type="checkbox"/> I know and can recite the school-wide expectations and current behavior/social skill lesson. <input type="checkbox"/> Where is the current topic posted in my room? <hr/>
2. All Staff Teach All Students Lessons	<input type="checkbox"/> When do I teach students what we want them to do, using weekly lesson plan? <hr/> <input type="checkbox"/> How do I teach, practice and review the topic? <hr/> <input type="checkbox"/> Based on data, I re-teach skills from the matrix as needed. <input type="checkbox"/> At least 80% of students can recite the school-wide expectations and current topic.
3. All Staff Give All Students Specific Performance Feedback	<input type="checkbox"/> I use school-wide expectations and language on the matrix when I give students specific performance feedback. <input type="checkbox"/> What is my method for ensuring high rates (4 to 1) of positive specific performance feedback? <hr/> <input type="checkbox"/> How do I involve my students in setting classroom goals for school-wide celebrations? <hr/> <input type="checkbox"/> All my students can tell why they received specific feedback.
4. All Staff Give Effective Responses and Follow Continuum of Responses to Behavior Errors	<input type="checkbox"/> Do I give a respectful redirect using expectations language and professional teaching tone and demeanor? <input type="checkbox"/> I know definitions and follow procedures for classroom-managed behaviors (minors). <input type="checkbox"/> I know definitions and follow procedures for office-managed behaviors (majors).
5. All Staff Will Collect Minor and Major Data	<input type="checkbox"/> I consistently fully complete and submit all required behavior forms (major office referral forms and minor referral forms as applicable) <input type="checkbox"/> I review, reflect on, and problem solve monthly SWIS/ e-School data.

### Classroom System Implementation Inventory

Classroom Universals	Staff Expectations to Support Student Behavior
1. Classroom Expectations and Rules	<input type="checkbox"/> I have created and posted classroom expectations aligned with school-wide expectations. <input type="checkbox"/> I have filed a copy of my classroom rules in the office. <input type="checkbox"/> 80% of my students can tell the classroom expectations and rules.
2. Classroom Procedures and Routines	<input type="checkbox"/> I have developed classroom procedures. <input type="checkbox"/> I have created, posted, taught and provided students frequent specific performance feedback on classroom procedures. <input type="checkbox"/> Students can verbalize and regularly demonstrate the classroom procedures and routines.
3. Acknowledge Appropriate Behavior – Provide Positive Specific Performance Feedback	<input type="checkbox"/> I use a variety of strategies to give positive specific performance feedback. <input type="checkbox"/> What is my method for providing positive specific performance feedback at a ratio of 4: 1? <hr/> <input type="checkbox"/> Can my students tell why they receive encouragement for appropriate behavior? <hr/>
4. Response Strategies & Error Correction	<input type="checkbox"/> Do I understand my school's continuum for discouraging inappropriate student behavior? <hr/> <input type="checkbox"/> I demonstrate calm, consistent, brief, immediate and respectful error corrections using professional teaching tone and demeanor. <input type="checkbox"/> I use a variety of classroom response strategies (redirect, re-teach, provide choice and conference with students).

Classroom System Implementation Inventory

Classroom Universals	Staff Expectations to Support Student Behavior
5. Multiple Opportunities to Respond	<input type="checkbox"/> I use a variety of strategies to increase student Opportunity to Respond (examples: turn and talk, guided notes, response cards). <input type="checkbox"/> What strategy do I use to track students being called on? <hr/> <input type="checkbox"/> I regularly utilize wait time to increase student opportunity for metacognition. <input type="checkbox"/> I regularly plan instructional questions and response methods prior to the lesson.
6. Active Supervision	<input type="checkbox"/> I have designed my classroom floor plan to allow for ease of movement for Active Supervision. <input type="checkbox"/> I continually monitor all areas of the room by scanning, moving, and interacting frequently and strategically. <input type="checkbox"/> When designing a lesson, I consider student groupings, location and activity level. <input type="checkbox"/> I provide positive contact, positive and corrective feedback while moving about the room.
7. Academic Success and Task Difficulty	<input type="checkbox"/> How do I make certain independent work contains 70-85% known elements (instructional level)? <hr/> <input type="checkbox"/> How do I make certain reading tasks are 93-97% known elements (independent)? <hr/> <input type="checkbox"/> What is my method for providing positive and specific performance feedback at a ratio of 4:1? <hr/> <input type="checkbox"/> I scaffold tasks by modeling, providing guided practice and chunking multi-step directions and activities
8. Activity Sequence and Offering Choice	<input type="checkbox"/> I Sequence Tasks by intermingling easy/brief tasks between longer or more difficult tasks. <input type="checkbox"/> When designing a lesson, I consider the pace, sequence and level of task difficulty to promote each student's success. <input type="checkbox"/> I consider a variety of elements when offering students Choice (order, materials, partner, location, type of task). <input type="checkbox"/> I develop and utilize a menu of options to promote student choice <input type="checkbox"/> (examples: work stations, demonstration of knowledge).

## NOTES



## Small-Group Interventions

### Learner Outcomes

At the conclusion of this section, you will be able to...

- Identify small group interventions that are appropriate for your context and will meet the needs of students and staff in your building.
- Designate personnel to coordinate each intervention selected.
- Determine which staff members will participate in training for selected interventions.



## Check-In/Check-Out

**T**he Behavior Education Program: A Daily Check-In/Check-Out (often referred to as **CICO**; Crone, Hawken, & Horner 2010) is a Tier 2, group-oriented intervention, designed especially for students whose problem behaviors (a) are unresponsive to Tier I practices and systems, (b) do not require more immediate individualized interventions, and (c) are observed across multiple settings or contexts.

Because CICO is a **group-based, standardized** intervention, it is **efficient** and **cost-effective**. For example, the program can accommodate a number of students (e.g., up to thirty), and students can enter the program within a few days following referral. CICO also provides a built-in system for (a) monitoring students' progress in the program, (b) evaluating the fidelity of implementation, and (c) transitioning to a self-managed program.

Research conducted on CICO and similar programs have consistently demonstrated associated decreases in problem behaviors, office discipline referrals, and referrals for special education services.

### **CICO includes the following practices:**

- Increased positive adult contact.
- Embedded social skills training.
- Direct link to school-wide behavioral goals and expectations.
- Frequent feedback.
- Daily home-school communication.
- Positive reinforcement contingent on meeting behavioral goals.

### **Who can benefit?**

- Students with low level, disruptive problem behavior across settings.
- Students with a pattern of office referrals.
- Students who receive a number of office referrals above data decision mark
- Students who find adult attention reinforcing.

### **For whom is the intervention not appropriate?**

- Students with serious or violent behavior.
- Students for whom referrals are context driven (e.g. unsupervised playground).
- When referrals come from one location.

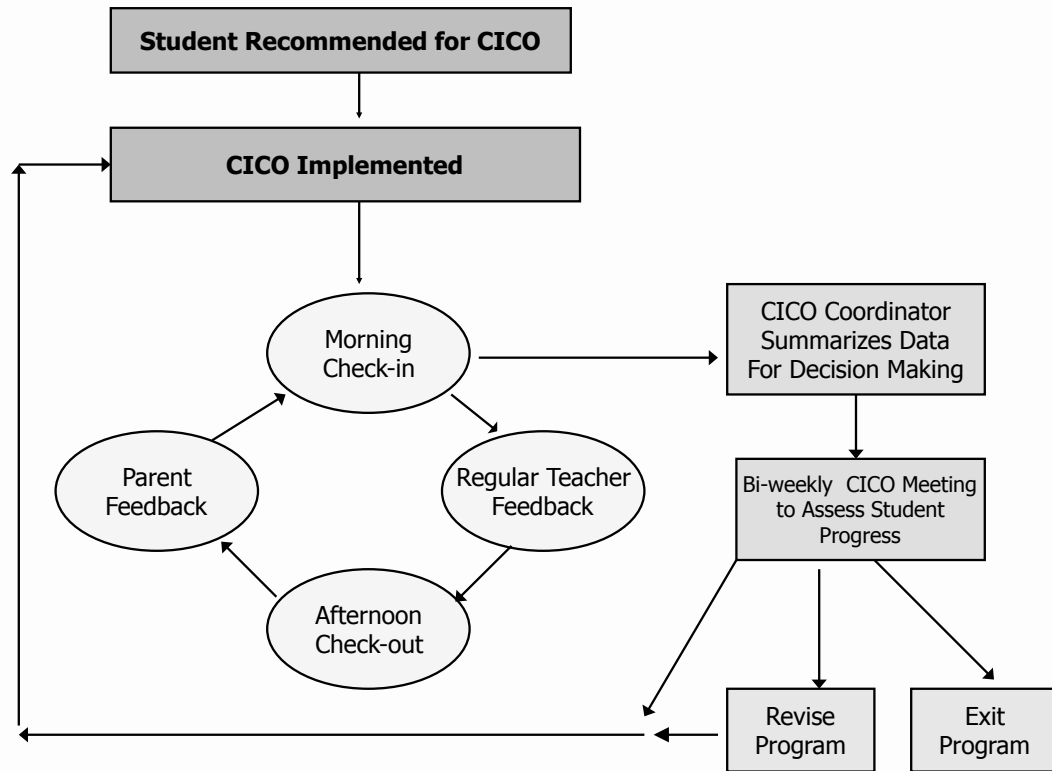
**The intervention can be modified** for some students by adjusting the reinforcer to match the function:

- Adult attention–check in with adult, teacher and parent.
- Peer attention–use peer interaction or activity as earned reinforcer.
- Escape/Avoid–reduce adult interaction, use avoid options as reinforcer.
- Lack of academic skills–focus goals on academic instruction.



**Basic Approach:**

- Define & teach behavioral expectations.
- Build a regular cycle of checking in and checking out with adults.
- Collect information for ongoing evaluation and adaptation.

**Developing a System for Implementation:**

1. Personnel assigned (coordinator) to oversee implementation of system.  
**Primary responsibilities:** 1) lead morning check-in, 2) lead afternoon check-out, 3) enter DPR data onto spreadsheets on a daily basis, 4) maintain records in central location, 5) process new referrals, 6) create graphs for team review, 7) prioritize students for team meeting, 8) complete any tasks assigned at team meetings.
2. Determine problems to be addressed by the CICO system.
  - Academic
  - Behavior (escape or attention maintained)
  - Academic and behavior
3. Determine goals for students in the program.
4. Ensure system is in place to track student progress in the CICO program.
5. In-service for all staff on how to implement the CICO system.
6. Provide information to parents.

## Estimated Time for Coordinator Tasks

Task	Frequency	Duration	Time/Week
Morning Check-in	Daily	30 minutes	150 minutes
Afternoon Check-out & Entering DPR Data	Daily	30 minutes	150 minutes
Maintain Records: a. Parent reports b. Student DPRs	Daily	15 minutes	75 minutes
Orientation for students, families and teachers who are new to the program	As needed	30 minutes for each student	30 minutes
Prioritize students who will be discussed during team meetings	As often as the team meets	20 minutes	20 minutes
Print student graphs that will be reviewed during team meetings	As often as the team meets	15 minutes	15 minutes
Complete tasks from team meeting (e.g., implementation checks, social validity surveys, graduation ceremonies)	Daily	20 minutes	100 minutes
Estimated Total Time Required = 7.5–10 hours/week			

**Morning Check-in:**

1. Greet each student individually.
2. Collect the signed (by parents) DPR from the previous day.
3. Check to see if student has necessary items for the day.
4. Student takes a new DPR, signs and dates it.
5. Prompt student to have a good day and meet his or her BEP goals.
6. Give student reinforcer ticket or equivalent for checking in successfully.

**Enter DPR Data:**

CICO data can be entered using an EXCEL spreadsheet or the Check in/Check out (CICO) function on SWIS.

**Create Graphs:**

Data should be graphed for all students for review at the team meeting. The coordinator may choose to print only those students who are “priority” students for the meeting; however, a master file should be kept of all weekly graphs.

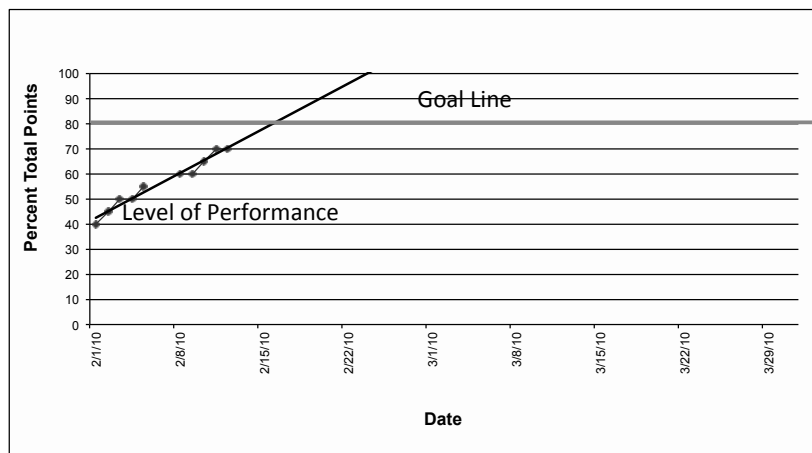
**Prioritize Students:**

The Coordinator should review all student graphs prior to the meeting. Students who continue to perform poorly, have poor attendance or who receive detention or suspension should be reviewed by the team.

**Data Review:**

During the behavior support team meeting, members should (a) review student graphs, (b) look at office discipline referral reports, and (c) review any information that adds to the understanding of the student. The team will make one of 4 decisions:

- Fade–Student is ready to be removed from the intervention
- Continue–Things are going fine; keep on current program
- Modify–Having some problems; think of simple additional supports
- Intensify–Having larger problem; consider need for FBA-BIP



For more information on Check-In/Check-Out:

Crone, D.A., Hawken, L.S. & Horner, R.H. (2010). *Responding to problem behavior in schools: The Behavior Education Program*. New York, NY: The Guilford Press.

Example forms can be downloaded from:

<http://www.pbissmissouri.org>

<http://www.ed.utah.edu/users/leanne.hawken/BEPresource.htm>

## Check & Connect

The Check & Connect Student Engagement Model was designed as a positive support to promote interest and active participation in school among students in grades K-12.

### Purpose

Enhance student engagement with school and learning, promote student competence and provide persistent support for academic and behavioral standards and expectations (Christenson, Thurlow, Sinclair, Lehr, Kaibel, Reschly, et al., 2008).

### Essential Features

1) A mentor who keeps education salient for students, 2) systematic monitoring (the “check” component), 3) timely and individualized intervention (the “connect” component), 4) enhanced home-school communication and home support for learning.

### Who can benefit?

#### Elementary Indicators:

*Behavioral:* Late to school, absenteeism including excessive excused absences, history of educational neglect, behavior referrals to office, suspension or expulsion, frequent school moves

*Academic:* Not completing assignments, failing classes, reading below grade level, below proficiency on state standardized tests

*Cognitive:* Minimal interest in school, resistance to learning, low academic self-efficacy and perceived competence

*Affective:* Social isolation, feelings of not belonging to school

#### Secondary Indicators:

*Behavioral:* Skipping classes, absenteeism, truancy, in-school suspension, out-of-school suspensions, office referrals, detention, expulsion, history of dropping in and out of school, frequent number of school moves, limited extracurricular participation

*Academic:* Credit deficiency, failing classes, below proficiency on state standardized tests, poor task completion rates, low success rates, incomplete homework assignments

*Cognitive:* Minimal interest in school, resistance to learning, low academic self-efficacy and perceived competence

*Affective:* Low expectation to graduate, social isolation, feelings of not belonging to school

**Basic Approach:**

- Meet regularly (e.g, daily or weekly) to check-in with the student and review risk factors.
- Record progress on “Check” section of the monitoring sheet.
- Record focus of contact with student in the “Connect Basic” section of the monitoring sheet.
- Record any actions taken based on contact in the “Connect Intensive” section of the monitoring sheet.
- Refer to Check & Connect resource lists for intervention suggestions

**Step One: Complete Intake Form for Targeted Students**

Collect information about family circumstances, demographic characteristics, and school experiences that may place student at additional risk.

**Step Two: Select Mentors**

Desirable characteristics include (a) willingness to persist with students; (b) personal belief that all students have abilities and strengths; (c) willingness to cooperate and collaborate with school staff; (d) advocacy skills; (e) organizational skills; (f) a willingness to be a mentor (i.e. “want to, not obligated to”).

**Step Three: Use “Check” Procedures and Monitoring Sheet**

Mentor meets daily, or at a minimum weekly, to complete the “Check” portion of the Mentoring Sheet to make decisions about whether to deliver basic or intensive interventions. Increased risk leads to introduction of interventions to reconnect students by implementing intensive intervention support. If student is showing increased signs of disengagement, increase the frequency of checking and monitor student performance daily.

**Step Four: Implement “Connect” Procedures and the Monitoring Sheet**

Determine the level of intervention needed. The kind of intervention support is based on levels of risk indicated by regular monitoring. See Table 1 for guidelines on indicators and criteria for high risk.

**Step Five: Provide Mentor Support and Supervision:**

Check & Connect Coordinator holds regular meetings with mentors to provide necessary orientation for implementing Check & Connect and maintaining intervention integrity.

**Step Six: Evaluate Program**

Graph and analyze daily/weekly data collected on risk indicators for individual students and for program effectiveness.

## Indicators of Risk and Example Guidelines for Making Decisions

Alterable Indicators of Risk	Definition	High Risk–examples
Tardiness	Arriving late either for school or class.	Five or more incidents
Skipping	Missing selected class periods within a day without an excused reason.	Three or more incidents
Absenteeism	Full day's absence for excused or unexcused reasons.	Three or more incidents
Behavior Referrals	Sent to administrative or resource staff for inappropriate behavior.	Three or more referrals
Detentions	Consequence for inappropriate behavior for which the student “owes” time either before or after school.	Two or more incidents
In School Suspensions	A consequence for inappropriate behavior for which the student spends the school day(s) in a separate area or classroom of the school building.	Two or more incidents
Out of School Suspensions	A consequence for inappropriate behavior for which the student spends a defined number of school days at home.	Two or more incidents
Academic Failure	Receiving grade of D or F and/or standardized test scores below expected proficiency level.	Two or more D's in a single grading period. One or more F's in any course.
Behind in Credits	Receiving too few credits to be on track for graduating in four years.	Earning less than 80% of the possible credits per grading period.

**Basic Intervention**

All students, regardless of risk, receive the basic intervention on a weekly basis. If students are meeting expectations, connecting through basic intervention may be faded to less often (e.g. twice monthly), but always on a regular schedule.

**Share general information about Check & Connect.** Share general information about monitoring system and provide information to parents or guardian about mentor's role.

**Provide student with regular feedback.** Praise students for improvements or continued success in various aspects of performance (e.g. attendance or grades). Let students know you are concerned about their connection to school (e.g. tardy to class or incomplete homework assignments). Review Monitoring Sheet to provide concrete, visual representation of progress.

**Regularly discuss importance of learning and staying in school.** Ask student about the importance of school and share "facts" of staying in school: Students have to attend regularly to do well in school. Dropouts earn an average of \$60 a week less than high school graduates. During a lifetime, dropouts earn approximately \$200,000 less than those who complete high school.

**Problem solve about indicators of risk.** Problem solve with students about indicators of risk and staying in school. Guide students through real or hypothetical problems using a cognitively oriented five-step problem-solving plan (August, Anderson & Bloomquist, 1992):

1. Stop! Think about the problem.
2. What are some choices?
3. Choose one.
4. Do it.
5. How did it work?

The use of the five-step problem solving strategy helps to empower students to take control of their behavior and is a basis for teaching productive coping skills such as seeking social support, focusing on solving the problem, working hard, and seeking to belong and participate. Mentors help students integrate their thoughts, feelings, and behaviors to meet the demands of the school environment.

### **Connecting with Parents**

Mentors function as liaisons between home and school and strive to build constructive family- school relationships and increase home-school communication and to support families to be more engaged at school and with their children's learning Home-school communication strategies:

- Call parents on a regular basis, not just when there are problems
- Write notes to parents to let them know what is going on in school.
- Make home visits regarding educational progress.
- Make home visits at least once a year for a positive reason.
- Find out whether parents need suggestions, resources, or support to help with student at home.
- Directly invite parents to be partners.
- Attend parent-teacher conferences with parents.

### **Intensive Intervention**

Intensive interventions are implemented in addition to the basic intervention for students exhibiting high risk. Mentors may begin by implementing intensive intervention if student is at high-risk and work toward the student receiving only basic intervention.

For more information on Check & Connect:

Christenson, S.L., Thurlow, M.L., Sinclair, M.F., Lehr, C.A., Kibel, C.M., Reschly, A.L., et al. (2008). Check & Connect: A comprehensive student engagement intervention manual. Minneapolis, MN: University of Minnesota, Institute on Community Integration.

Manuals (\$45) can be ordered from: Publications Office Institute on Community Integration University of Minnesota 109 Pattee Hall 150 Pillsbury Dr. SE Minneapolis, MN 55455 <http://ici.umn.edu/checkandconnect/>





## Social Skills Instructional Groups

**S**ocial Skills Instructional Groups are designed to provide an intense dose of explicit instruction for students who have not acquired appropriate and/or adequate social skills.

### Purpose

To teach and reinforce specific skills for those students who demonstrate deficits in social skills.

### Essential Elements

Methodological approach for intensive small-group instruction (tell, show, do, practice, monitor progress and generalize).

### Who can benefit?

Students who demonstrate skill deficits in specific areas (e.g., how to perform skills, when to perform a skill, etc.) can benefit from groups. Some of the most common skills students demonstrate difficulties with include the following (Gresham, Horner, & Sugai, 2001):

- Active Listening
- Following Directions
- Staying Calm when receiving feedback
- Compromising
- Asking for Help
- Respectful Disagreement

### Who will not benefit?

Students who have the requisite social skills, but are not engaging in the skill under the appropriate conditions (performance deficit).

### Steps for Implementation (Lewis & Sugai, 1999)

1. Assess Deficits: Identify most common social skill problems.
2. Develop Curriculum: Organize a bank of lessons that are readily available to address identified skills
3. Establish Procedures: Determine the logistics of facilitating the intervention (who will teach, when, where, and how long)
4. Teach the Lessons: Tell, Show, Practice, Practice, Practice
5. Plan for Maintenance & Generalization: Set up systems that encourage consistent use of skills over time & across variety of settings

### Example Lesson Approach

Establish a need for learning the skill. Identify skill components. Model how to use the skill. Include examples and non-examples. Rehearse the skill. Provide specific feedback.

## NOTES



# Ongoing Monitoring

## Learner Outcomes

At the conclusion of this section, you will be able to...

- Monitor progress of Tier 2 system development.
- Evaluate outcomes of Tier 2 implementation.
- Enter data on PBIS Assessment.
- Use BAT results to develop an Action Plan for Tier 2.





## Benchmarks for Advanced Tiers (BAT)

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The Benchmarks for Advanced Tiers (BAT) allows school teams to self-assess the implementation status of Tiers 2 (secondary, targeted) and 3 (tertiary, intensive) behavior support systems within their school. The BAT is based on factors drawn from the Individual Student Systems Evaluation Tool (I-SSET), and is designed to answer three questions:

- 1) Are the foundational (organizational) elements in place for implementing secondary and tertiary behavior support practices?
- 2) Is a Tier 2 support system in place?
- 3) Is a Tier 3 system in place?

School teams can use the BAT to build an action plan to delineate next steps in the implementation process. If schools choose to use the BAT to assess progress over time, then scores on each area can be tracked on a year-to-year basis.

### **Instructions:**

- The BAT is to be completed by the team(s) involved with Tiers 2 and 3 behavior support, and reflects the consensus (or majority) of team members.
- Team members should first be trained in use of the BAT by someone familiar with the measure.
- The BAT can be completed by the team as a group or by each member independently. If completed independently, the team reconvenes to review scores on each item.
- Items in which there is disagreement are discussed and the team comes to consensus on the score.
- If there is not a team in a school focused on Tiers 2 and 3 supports, then the BAT should be completed by gathering the individuals with the most knowledge and involvement in supports at Tier 2 and Tier 3.
- Each item is rated “2” fully in place, a “1” partially in place, or a “0” not yet started. After completion of the BAT, use the Action Plan template to develop a timeline for moving forward on targeted, small group and intensive interventions

*MO SW-PBS & MU Center for SW-PBS 8.25.10* Adapted From: Benchmarks for Advanced Tiers; February 2010 Anderson, Childs, Kincaid, Horner, George, Todd, Sampson, & Spaulding Educational and Community Supports, University of Oregon & University of South Florida



Foundations			
A Tier 1: Implementation of School-wide PBS	2-Fully in Place	1-Partially in Place	0-Not Yet Started
1. School-wide PBS, Tier 1/Universal intervention is in place as measured by scores on the SET, BoQ, TIC, or PIC.	<ul style="list-style-type: none"> <li>• 80/80 on SET</li> <li>• 70% on BoQ</li> <li>• 80% on TIC or PIC</li> </ul>	Score greater than 40% on any of these measures	Score equal to or less than 40% on any of these measures.
2. Team members agree that school-wide PBS is in place and is implemented consistently by teachers and staff.	Team members agree that school-wide PBS is in place and is implemented consistently by over 80% of all teachers and staff.	Team members state that school-wide PBS is implemented consistently by 50-80% of teachers and staff	Team members state that school-wide PBS is implemented consistently by less than 50% of staff.
3. A data system is in place for documenting office discipline referrals that includes (a) problem behavior, (b) time of day, (c) location, (d) possible motivation, (e) others involved, and (f) administrative decision taken as a result of the problem behavior.	The system includes all 6 features.	The system includes 4-5 features.	The system includes 3 or fewer features or is not in place.





Tier 2-3: Foundations				
B Commitment	2-Fully in Place	1-Partially in Place	0-Not Yet Started	
4. There is crossover membership and/or communication that informs the Tier 1 team of the status of Tier 2 and Tier 3 supports.	Tier 1 team is <b>aware</b> of the number of students, fidelity, and progress of students receiving Tier 2 and Tier 3 supports.	Tier 1 team is aware of one or two components, but not all three.	Tier 1 team is <b>unaware</b> of the number of students, fidelity, and progress of students receiving Tier 2 and Tier 3 supports.	
5. A team/individual makes decisions about students receiving Tier 2 and Tier 3 supports.	A team/individual makes decisions about students receiving Tier 2 and Tier 3 supports (who should receive what support).	Decisions are made regarding Tier 2 and 3 supports but not formally or consistently.	No team/individual is established to determine Tier 2 and Tier 3 support for students.	
6. The number of students, program fidelity, and progress of students receiving Tier 2 and Tier 3 supports is reported to faculty	The number of students, program fidelity, and progress of students is reported to faculty at least quarterly.	One or two components reported to faculty, <i>or</i> any components reported less than quarterly.	No components reported to faculty.	



Tier 2-3: Foundations			
C Student Identification	2-Fully in place	1-partially in place	0-not yet started
<p>7. The school uses a data-based process for identifying students who may need Tier 2 and Tier 3 supports.</p> <p>Screening    ▫ ODRs    ▫ Request for Assistance Nomination    ▫ Progress Monitoring    ▫ Other</p>	At least 2 data sources are used to identify students for Tier 2 and Tier 3 supports at least twice a year.	1 data source is used to identify students for Tier 2 and Tier 3 supports and/or data are used less than twice a year.	Data sources are rarely used to identify students for Tier 2 and Tier 3 supports.
8. All school staff have been trained in and know the process for requesting Tier 2 and Tier 3 support for students	A documented process exists and staff is trained.	A documented process exists but there is no staff training.	The process is informal or does not exist.
9. Decisions about whether students get additional behavior support are made in a timely manner and staff are notified of decisions.	Staff are notified of a decision within 10 days of making a referral.	Staff are notified of a decision, but not within 10 days.	Staff do not receive notification or receive it inconsistently.
10. Students receive support in a timely manner.	Students begin receiving supports within 30 days of referral.	Students begin receiving supports, but not within 30 days.	Students do not receive support or receive it inconsistently.
D Monitoring and Evaluation	2-Fully in place	1-partially in place	0-not yet started
11. The <i>teacher(s)</i> directly involved with students receiving Tier 2 and Tier 3 supports are notified about impact and changes to strategies.	Teachers directly involved with Tier 2 and 3 supports are notified about changes to strategies immediately and the impact, weekly.	Teachers directly involved with Tier 2 and 3 supports are notified about changes to strategies and impact <b>less than</b> weekly.	Teachers directly involved with Tier 2 and 3 supports do not receive notification about impact and changes to strategies.
12. The <i>primary family members</i> of students receiving Tier 2 and 3 supports are notified about impact and changes to strategies	Family members are notified about changes to strategies immediately and the impact, weekly.	Family members are notified about changes to strategies and impact <b>less than</b> weekly.	Family members do not receive notification about impact and changes to strategies.



Tier 2: Targeted or Small Group Intervention				
E Tier 2 Support Systems	2-Fully in place	1-partially in place	0-not yet started	
13. The administrator is updated about which students receive Tier 2 supports.	The administrator is informed at least monthly about which students are receiving Tier 2 supports.	There is not a consistent way to provide this information, even if she/he is aware of the students in Tier 2.	The administrator is not informed about which students are receiving Tier 2 supports.	
14. The Tier 2 team meets frequently.	A team meets at least every 2 weeks.	A team meets at least monthly.	A team meets, but less than monthly, or a team does not meet.	
15. The Tier 2 team is formally trained on practices and systems required for implementation of Tier 2 support.	50% or more of members on Tier 2 team have received training on the interventions, the systems needed for implementation, and progress monitoring tools.	Some, but less than 50%, of members on the Tier 2 team received training on the interventions, the systems needed for implementation, and progress monitoring tools.	Members on the Tier 2 team do not receive training on the interventions, the systems needed for implementation, and progress monitoring tools.	
16. Students receiving a Tier 2 strategy have full access to Tier 1 supports.	Students have been taught expectations and rules <b>and</b> have opportunities to receive acknowledgements.	Students are taught expectations and rules <b>or</b> have had opportunity to receive acknowledgements <b>or</b> Tier I is not available in all settings.	Students have not been taught expectations and rules or received acknowledgements.	
17. Tier 2 strategies are evaluated and updated regularly.	Strategies are evaluated <b>at least once each year</b> , reviewed, and updated or modified as needed, based on team discussion.	Strategies are evaluated, but less than annually, or they are not reviewed and/or updated.	Strategies are not reviewed or evaluated.	



Tier 2: Targeted or Small Group Intervention			
F Main Tier 2 Strategy Implementation Items 18-31 are to be completed for the most common Tier 2 strategy in use at your school.			
The Tier 2/Targeted Intervention most often used in my school is _____ (fill in line)	2-Fully in place	1-partially in place	0-not yet started
18. There are personnel identified to coordinate and deliver the Tier 2 strategy.	There is an adequate number of staff and those staff members have sufficient time to coordinate and deliver this intervention with fidelity.	The level of staffing & time available interferes with our ability to coordinate & deliver this intervention with fidelity to all students who would benefit.	There is not adequate staff or sufficient time to coordinate and deliver this intervention with fidelity.
19. The Tier 2 strategy is consistent with school-wide expectations.	The Tier 2 strategy includes or references the school-wide expectations.	The Tier 2 strategy does not specifically include or reference the school-wide expectations but they are not inconsistent.	The Tier 2 strategy is inconsistent with school-wide expectations.
20. The Tier 2 strategy is established within the school and does not need unique development for each participating student.	The Tier 2 strategy is in place and can be applied to groups of students consistently.	Parts of the Tier 2 strategy are in place OR it requires significant "start-up" time for each student.	The Tier 2 strategy is not established within the school or is unique for most students receiving the intervention.
21. The Tier 2 strategy includes a formal process for teaching appropriate behaviors.	In this strategy, there is a documented formal process for teaching appropriate behaviors.	In this strategy, a formal process for teaching appropriate behaviors is not uniformly applied to all students.	In this strategy, there is no formal process for teaching appropriate behaviors.
22. The Tier 2 strategy includes regular opportunities for students to perform appropriate behaviors.	The strategy provides <b>regular</b> opportunities for students to perform appropriate behaviors.	The strategy provides <b>limited</b> opportunities for students to perform appropriate behaviors.	The strategy provides <b>no</b> opportunities for students to perform appropriate behaviors.





Tier 2: Targeted or Small Group Intervention			
F Main Tier 2 Strategy Implementation Items 18-31 are to be completed for the most common Tier 2 strategy in use at your school.			
The Tier 2/Targeted Intervention most often used in my school is _____ (fill in line)	2-Fully in place	1-partially in place	0-not yet started
23. The Tier 2 strategy uses accurate and objective data to adapt, modify, and improve support.	The strategy uses accurate and objective data to adapt, modify, and improve support.	The strategy uses data, even if less than adequate, to adapt, modify, and improve support.	The strategy <b>does not</b> use any data to adapt, modify, and improve support.
24. The Tier 2 strategy includes frequent communication with the family.	The strategy includes <b>weekly</b> communication with the family.	The strategy includes <b>less than weekly</b> communication with the family.	The strategy includes <b>no</b> process for communication with the family.
25. The Tier 2 strategy has written materials that describe the core features, functions, and systems of the strategy.	Written materials exist to describe the core features, functions, and systems of the strategy.	Written materials exist but do not describe all of the core features, functions, and systems of the strategy.	Written materials do not exist to describe the core features, functions, and systems of the strategy.
26. The Tier 2 strategy includes orientation material and procedures for the staff, substitutes, families and volunteers.	Orientation materials and procedures exist for the staff, substitutes, families and volunteers.	Orientation materials and procedures exist, but not for all four groups.	Orientation materials and procedures do not exist.
27. The Tier 2 strategy is efficient.	Requires <b>no more than 10 minutes</b> per instructional staff person, per day.	Requires <b>more than 10 minutes</b> per instructional staff person, per day.	There are <b>no data</b> indicating how long the strategy takes per instructional staff person, per day.



Tier 2: Targeted or Small Group Intervention				
G Main Tier 2 Strategy Monitoring & Evaluation	2-Fully in place	1-partially in place	0-not yet started	
28. An information system is used to monitor the impact of the Tier 2 strategy.	A data-based system is in place that allows for daily collection of behavior ratings <b>and</b> weekly monitoring of behaviors.	Behavior ratings are collected less frequent than daily <b>or</b> are monitored less than weekly.	There is no system for monitoring student progress for this Tier 2 strategy.	
29. There are documented decision rules to decide which students access the strategy and the process is implemented consistently.	There are documented decision rules to decide which students access the strategy and the process is implemented consistently.	There are documented decision rules to decide which students access the strategy, but they are not used or are used inconsistently.	There are no decision rules to determine how students access the Tier 2 strategy	
30. Documented decision rules are used to monitor, modify, or discontinue student involvement in the Tier 2 strategy.	Documented decision rules determine how the strategy affects a student and include (a) monitoring, (b) modifying, and (c) ending a strategy.	Documented decision rules may include (a) monitoring, (b) modifying, and (c) ending a strategy, <b>but not all three</b> .	There are no decision rules to determine how a strategy affects a student or decision rules include exist for two or fewer of (a) monitoring, (b) modifying, and (c) ending a strategy.	
31. Fidelity of the Tier 2 strategy is assessed.	The Tier 2 strategy is evaluated at least once a year to ensure it is implemented as designed.	The Tier 2 strategy is evaluated, but less than annually.	The Tier 2 strategy is not evaluated to confirm that it is implemented as designed.	



Tier 3: Intensive Intervention				
H Tier 3: Intensive Support Systems	2-Fully in place	1-partially in place	0-not yet started	
32. A team builds and implements Tier 3 behavior support plans.	There is a formal team that is responsible for building and implementing Tier 3 behavior support plans.	A group of staff meets together informally or inconsistently to build and implement Tier 3 behavior support plans.	There is no team responsible for Tier 3 behavior support plans.	
33. The Tier 3 support team includes individuals with knowledge about the school systems, the student, and behavioral theory (e.g., student, teacher, family member, administrator, behavior specialist)	Support team includes members that represent expertise in all 3 areas: school systems, student, and behavioral theory.	Support team includes members that represent expertise in only 2 of the 3 areas: school systems, student, and behavioral theory.	Support team does not include members that represent any of these areas; OR, the team includes representation from only 1 area.	
34. A person is identified to coordinate Tier 3 supports.	A coordinator with behavioral expertise and adequate FTE is identified.	A coordinator is identified, but does not have behavioral expertise or is lacking dedicated FTE.	No coordinator is identified.	
35. The administrator is a member of the Tier 3 implementation team.	The administrator participates in <b>most</b> activities of the Tier 3 team.	The administrator participates in Tier 3 team activities <b>occasionally or inconsistently</b> .	The administrator <b>does not</b> participate in Tier 3 team activities.	
36. Tier 3 team members have sufficient formal training in implementation of the Tier 3 support system.	Tier 3 team members have <b>sufficient</b> training and support to implement Tier 3 supports with fidelity.	Tier 3 team members have <b>limited</b> training and support to implement Tier 3 supports with fidelity.	Tier 3 team members have <b>little to no</b> training and support to implement Tier 3 supports with fidelity.	



Tier 3: Intensive Intervention				
H Tier 3: Intensive Support Systems	2-Fully in place	1-partially in place	0-not yet started	
37. The Tier 3 team receives annual staff development in Tier 3 procedures.	At least 50% of the team receives staff development related to Tier 3 procedures every year.	Fewer than 50% of team receives staff development related to Tier 3 procedures, or not every year, or there is not a formal plan to provide annual training.	The team does not receive any staff development related to Tier 3 procedures.	
38. The team has an efficient and accurate data system for monitoring Tier 3 impact.	There is a system to collect data daily and graphically monitor/analyze (at least bi-monthly) student behaviors for each student receiving Tier 3 support.	There is no system to collect student-behavior data daily for graphical analysis, but there are forms and other tools available.	A data-based system is not available, and there are no forms or tools available to collect student behavior data.	
39. The team reviews the Tier 3 process and considers modifications, as needed.	The team reviews the impact of Tier 3 process each year, and modifies the process as needed.	The team reviews the impact of Tier 3, but not each year OR the team does not evaluate the process for needed modifications.	The team does not review the Tier 3 process.	
40. The school has personnel to implement Tier 3 supports.	Adequate staff is available to support students identified as needing Tier 3 support.	The staff available to support Tier 3 is inadequate, but we make do.	Our ability to provide Tier 3 support is compromised due to inadequate personnel levels.	





Tier 3: Intensive Intervention				
H Tier 3: Intensive Support Systems	2-Fully in place	1-partially in place	0-not yet started	
41. The school facilitates involvement of family members of students receiving Tier 3 supports.	The school makes <b>considerable</b> efforts to encourage family participation in assessment, intervention development and implementation, and progress monitoring.	The school makes <b>some</b> efforts to encourage family participation in assessment, intervention development and implementation, and progress monitoring.	The school makes <b>minimal</b> efforts to encourage family participation in assessment, intervention development and implementation, and progress monitoring.	
42. All faculty and staff are oriented to Tier 3 support implementation.	There is a specific process for providing all faculty and staff with orientation to Tier 3 support process, and all staff are aware of their roles in Tier 3 supports.	The process for providing all faculty and staff with Tier 3 orientation is unclear or not all staff are aware of their roles in Tier 3 supports.	There is not a process for providing all faculty and staff with orientation to Tier 3 support process.	
43. Students receiving Tier 3 support also have access to Tier 1 and/or Tier 2 supports.	<b>All</b> students accessing Tier 3 have received ongoing lessons on expectations, have had access to the reward system, and have had Tier 2 supports when appropriate.	<b>Some</b> students accessing Tier 3 have received ongoing lessons on expectations, have had access to the reward system, and have had Tier 2 supports when appropriate.	<b>Most</b> students accessing Tier 3 <b>have not</b> accessed Tier 1 or Tier 2 supports.	



Tier 3: Intensive Intervention				
I Tier 3: Assessment and Plan Development	2-Fully in place	1-partially in place	0-not yet started	
44. The problem behaviors are operationally defined.	The problem behaviors for all FBAs are measureable and observable.	The problem behaviors for some FBAs are measureable and observable.	The problem behaviors for FBAs are neither measureable nor observable.	
45. The problem statements (summary statement) define three components: antecedent(s), behavior(s), and consequence(s).	Summary statements from the FBAs include all three components.	Summary statements from the FBAs include 2 but not all 3 components; OR, the components are included inconsistently.	Summary statements from the FBAs are not developed.	
46. Behavior intervention plans (BIPs) are developed by a team of individuals with documented knowledge about (a) the school context, (b) the student, and (c) behavioral theory.	<b>All</b> BIPs are developed by teams with expertise in all 3 areas: school systems, student, and behavioral theory.	<b>Some</b> BIPs are developed by teams with expertise in all 3 areas; OR, BIPs are developed by teams with expertise in 2 of the 3 areas.	BIPs are developed by teams without expertise in these areas OR with expertise only 1 area.	
47. The Tier 3 approach includes procedures that allow a continuum of strategies to match student needs (e.g. single-element interventions, multi-component interventions, wrap around, life-style enhancement, medical supports).	A range of Tier 3 supports are available for students, ranging from simple to complex.	The school has one Tier 3 process that is applied to all students receiving Tier 3 supports.	The school lacks any adequate system of support for students needing Tier 3 supports.	
48. Behavior intervention plans (BIPs) include a problem statement (summary statement) with (a) operational definition of problem behavior(s), (b) antecedent events, and (c) consequences that maintain the problem behavior.	Summary statements from the FBAs include all three components for all behavior support plans.	Summary statements from the FBAs include 2 but not all 3 components OR the components are included inconsistently.	Summary statements from the FBAs are not developed for behavior support plans.	



Tier 3: Intensive Intervention			
I Tier 3: Assessment and Plan Development	2-Fully in place	1-partially in place	0-not yet started
49. Based on an FBA, the BIPs include strategies for <i>preventing problem behavior</i> , if appropriate.	Over 80% of BIPs include prevention strategies.	Over 50% of BIPs include prevention strategies.	Less than 50% of BIPs include prevention strategies.
50. Based on an FBA, the BIPs include strategies for <i>minimizing reward of problem behavior</i> , if appropriate.	Over 80% of BIPs include strategies to minimize rewards for problem behavior.	Over 50% of BIPs include strategies to minimize rewards for problem behavior.	Less than 50% of BIPs include strategies to minimize rewards for problem behavior.
51. Based on an FBA, the BIPs include strategies for <i>rewarding appropriate behavior</i> , if appropriate.	Over 80% of BIPs include reward strategies.	Over 50% of BIPs include reward strategies.	Less than 50% of BIPs include reward strategies.
52. Based on an FBA, the BIPs include strategies for <i>ensuring physical safety</i> , if appropriate.	Over 80% of BIPs include strategies for ensuring safety.	Over 50% of BIPs include strategies for ensuring safety.	Less than 50% of BIPs include strategies for ensuring safety.
53. BIPs include a formal action plan for developing, teaching, coaching, and supporting the core elements of the Tier 3 strategies.	Over 80% of BIPs include a documented action plan.	Over 50% of BIPs include a documented action plan.	Less than 50% of BIPs include documented action plans.



Tier 3: Intensive Intervention				
J Tier 3: Monitoring and Evaluation	2-Fully in place	1-partially in place	0-not yet started	
54. The team formally progress monitors impact of each Tier 3 support plan.	Data are collected daily and graphed for analysis (at least twice per month) for <b>each</b> student receiving Tier 3 support.	Data are collected and analyzed twice per month for some students <b>or</b> data are collected and analyzed but less than twice per month.	A data-based system is not used to collect student behavior data or student behavior data are collected/monitored infrequently (once per month or less).	
55. Data collected on student behavior is used to assess intervention effects and make modifications as needed.	Data collected on student behavior is used to assess intervention effects and make modifications as needed and this occurs at least every other week.	Data are used to monitor intervention effects and modify interventions but this occurs less often than every two weeks for some or all students	Data are not used to assess intervention effects.	
56. Intervention plans include a process for monitoring fidelity of implementation.	Intervention plans contain a process for monitoring how well an intervention is implemented at least every 2 weeks.	Intervention plans contain a process for monitoring how well an intervention is implemented, but at intervals greater than every 2 weeks, OR the process is inconsistent.	There is no process in the intervention plan for monitoring how well the intervention is implemented.	





School \_\_\_\_\_

SW-PBS Action Plan

Date \_\_\_\_\_

Goal: \_\_\_\_\_

Measure of Success: \_\_\_\_\_

Activities	Timeline	Resources /Support Needs	Person(s) Responsible	✓

Goal: \_\_\_\_\_

Steps/Activities	Timeline	Resources /Support Needs	Person(s) Responsible	✓